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ABSTRACT

These collected conference papers, which originated from diverse campus child care centers across the United States, provide guidance for day-to-day decision-making about campus day care. Contents concern: (1) campus child care's mission and challenges; (2) campus child care in relation to the national picture, an in-depth look at campus child care in one state, and a sampling of designs in operation at specific colleges and universities; (3) methods of starting a center, and specific examples of different start-up approaches; (4) finding funding and resources; (5) the issues and practices of campus child care directors; and (6) the relation of centers to the teaching, service, and research mission of institutions of higher education. Appended materials, which include testimony before committees of the Federal government, represent an effort to share arguments which have been made in support of campus child care. A chronological list of the conferences at which the articles were originally presented in also appended, and a bibliography containing 169 citations is provided. (RH)

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CAMPUS CHILD CARE ISSUES AND PRACTICES

A Collection Of Conference Presentations
1975-1987

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TO THE CAMPUS CHILD CARE COMMUNITIES ACROSS THE COUNTRY

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FOREWORD

Voices

Every higher education administrator in America needs to read this volume. When one is in the midst of significant change, it is useful to step back, to get the big picture and reflect on its relevance to local realities. Campus child care is a significant phenomena on our college campuses. The information needed to guide day-to-day decisions about campus care in specific college sites is contained in these pages.

These pages reflect the new realities of university and college life. While the college campus is still seen as territory for a community of scholars, it is also seen as a community that is part and parcel of everyday life. It is a community far removed from the ivory tower and deeply and joyfully enmeshed in family life. Students are no longer just students; they are "student parents"; and their children are carried with them as regularly as are their books.

Administrators vary in their responses to campus child care. Many, reflecting their own docile 50's mentality, and relieved that the turbulence of the sixties is over, long to recapitulate that former time when things on campus seemed much simpler. These administrators, perhaps more than any others, will profit from this volume. These pages prove that such longing is misguided and totally inappropriate to today's campus life. Still others, reflecting the "instant solution" mentality of the 70's and early 80's; probably experience impatience and frustration at the ups and downs of the campus-care saga across the country. These administrators, too, need the lessons of these pages. There are no simple, "instant" solutions to campus-care challenges. But, as this volume attests, there is a rich vision and a rich experience upon which to build to the campus-care ideal for each individual campus.

Whether or not one is longing for the "good old days" or "chomping at the bit" for change is not the real issue. What is at issue in these pages is the incredible power for revitalization of our universities which is evident herein. In a time when our colleges are seen variously as too removed from the surrounding culture, too narrow in their vocational focus, too easy in their requirements, etc., a struggling, energetic, bright, and committed group of professionals has come upon the scene and created an institution that precludes isolation of the campus, fosters long-term, family-oriented work world commitments, and provides a campus-based support system for parent-students in their academic struggle... rather than watered-down courses.

The voices in these pages are not naive voices. They know that their is a growing struggle and they are aware that the victory will be won through nuts-and-bolts strategies as well as overarching vision and determination. They recount struggles "internal" to the academic setting, jousting with obstacles to their survival and success. They evidence a surprising savvy, for so new a group, as to the complexity of the networks within which they must operate for their ultimate triumph. In the terms of Jacob W. Getzels, today's leading educational theorist, these voices resound with the complexities of "(1) local community, (2) adminis-

trative community, (3) social community, (4) instrumental community, (5) ethnic community, and (6) ideological community." (Jacob W. Getzels, "The Communities of Education"), in Hope Jensen Leichter (editor) Families and Communities as Educators (New York: Teachers College Press, 1979, pp. 95-118.) But theirs is not a sophistication born only of theory. In this volume there is theory that has been tested and refined in the open crossfire of the trenches. Apparently, for all their nurturing tendencies, campus-care professionals can be tough as nails. Indeed, they have to be.

An old educational saw maintains that it takes fifty years from conception of an educational innovation to its full-fledged implementation in the American educational system. Success takes time. From this perspective, campus care is about halfway there. This extremely valuable assemblage of reports and presentations has the extra added importance of being a "snapshot" of the current state of affairs in the development of campus care across America. The importance of this volume as documentation of institutional change in higher education goes without saying. Its value can only increase with time.

Readers twenty-five years from now will be able to gauge their own progress and reevaluate their own vision and commitment on the basis of what they find here. If the voices of these pages are heard, these third-millenium campus-care professionals will look out their windows at campuses where, as a matter of course, children are playing and learning along with their student-parents.

Perhaps, some of them, will have been such children themselves. In these cases, there can be seen what is perhaps the greatest potential long-term effect of the movement presented here. Ultimately, it will be the campus-care children of today, whose formative years are spent in the higher education environment, who will finally realize the higher education campus that is the dream of the authorities in this volume. It is tantalizing to try to read the state of mind of these heirs of today's campus-care movement. For them, "suffer the little children..." will be an assumed campus axiom, not a desideratum. And, if the realistic and optimistic spirit of the their forbearers, is also inherited, their dreams and aspirations for institutional change on campus ca. 2010 will be equally as exciting as those given the profession by the campus-care specialists of 1987 whose voices are recorded in this volume.

David A. Bickimer, Ph.D.
Professor of Education
Pace University
September 8, 1987

PREFACE

The National Coalition for Campus Child Care was founded on the belief that campus child care should be provided as an integral part of higher educational systems. As child care professionals, we believe that campus child care programs should be educational and service facilities which provide but are not limited to the following essentials:

1. Safe, healthy environments for young children.

2. Developmentally sound educational programs designed to meet the diverse needs of today's young children and their families.

3. Quality child care services for parents.

4. Support services for the campus community.

It is our contention that campus child care programs face unique issues as well as many of those common to all early childhood education programs. Among these unique issues are:

1. The establishment and maintenance of centers on college campuses.

2. Expansion and revision required by growing and changing campus needs.

3. Coordination of operations with diverse internal and external administrative units.

4. The advantages and disadvantages of the autonomous character of campus child care programs.

Because of the sense of isolation or autonomy which often results from the nature of campus centers, we believe that the National Coalition for Campus Child Care should provide a format for the exchange of information as well as a vehicle for supportive peer and professional interaction. Indeed, within the statement of purpose of our organization is the establishment of a national forum for sharing and disseminating information about campus child care through the organization of a national conference each year, the identification of resources, and the facilitation of a cooperative assistance network among programs.

This collection of articles developed from conference presentations is yet another way to further these goals. Our purpose is to disseminate information more widely about the issue we face and the practices they generate. Heretofore, these presentations only reached an audience of thirty to fifty at individual conference sessions or one to two hundred at a keynote address. Now we are hoping to have a much larger group benefit from this collection which represents presentations from the last decade of practice. These papers not only cover a significant span of time, but they originate from a true diversity of centers across the

nation. Although the range of topics is broad, each is directly related to the issues encountered in campus child care today.

We have begun with the issues and actions necessary to take campus child care into the 90's, in effect, a call for continued action. Following are sections on (1) the mission and challenges for campus child care; (2) how campus child care looks in relation to the national picture, an in-depth look at one state, and a sampling of particular designs in operation at specific colleges and universities across the country; (3) how to start a center conceptually, practically, and financially, with some specific examples of different start-up approaches; (4) the issues and practices of campus child care directors; (5) how centers relate to the teaching, service and research mission of institutions of higher education; (6) advocacy issues; and (7) bibliographic resources.

This collection supports our notion that child care should be an integral part of the higher education system and points out how we are and can be a part of the teaching, service, and research mission of any university or college. Not only do we feel proud of our success in obtaining from members the contents of this volume, but we see our efforts as another step in the growth and development of individual centers and the Coalition as a whole.

Carol R. Keyes and Ruth E. Cook

ACKNOWLEDGEMENT

We are indebted to Rae Burrell who had the vision to begin this organization and to the the Robert F. Kennedy Foundation for providing seed money in the early years. Our gratitude extends to all the contributors for their efforts on the part of campus child care as well as their actual contributions, and to David Bickimer for the eloquent sharing of his keen understanding of the purpose of the collection, as well as the past and potential value of campus child care. Our thanks to the following members of the Word Processing Department at Pace University for their excellent work in preparing the articles for the printer: Blanche Amelkin, Director, Jackie Myers, Joan DeMercado, Frances Diaz and Wanda Velez; to Robert Carter for his careful editing of the copy and to Madelyn Keyes for preparing the cover.

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SECTION ONE

The Issues Before Us

What is our leadership role in the large field of child care and early education? We must work toward the integration of child care and early education. We must also move forward in staff development, curriculum practices and involvement of parents. Our challenges include the provision of quality child care and early education, the training of those who are to be the child care providers of the future, an effective partnership with parents; networking, and the building of alliances in support of families and children. While facing these critical challenges, we must also serve as models for the community, as advocates for children, and as resources for other departments and programs on campus.

This section and the articles in it were included, first, to provide an impetus to take a "proactive stance", as Douglas Powell says in his keynote. They offer a historical perspective on the issues we must address as well as a charge to be leaders and to create new knowledge; in fact, to find a balance that enables us to do the day to day work while contributing to the larger field of child care and early education.

Integrating Child Care and Early Childhood Education*

Douglas R. Powell

My topic today pertains to one of the most pressing challenges our field faces as we move toward the 1990s: How do we integrate the traditions of child care and early childhood education?

In 1985, long before I knew I would have the honor of speaking before this impressive group, I had an inkling this topic would be of keen interest to your Coalition. The inkling came from the report of a colleague who attended your annual meeting in Chicago. In introducing himself at a small group session at the Chicago meeting, this person indicated that he "did not work in child care but was a head teacher in a laboratory nursery school." At the conclusion of the session, Carol Keyes quickly sought out my colleague and firmly told him, "Young man, you DO work in child care. Nursery school is a form of child care."

Carol had a positive impact on this person, reminding him of the error our field has long made in treating child care and early education as uniquely separate entities. The historical roots of child care and early education are remarkably different. Yet if this field is to flourish in the years ahead, we must close this historical gulf between child care and early education. I am convinced that campus child care has a special role to play in helping us move toward this much needed integration.

Campus child care has many constituencies. There are children whose developmental needs require our sensitive attention. There are parents whose daily schedules and child-rearing values need to be accommodated. There are overworked and underpaid staff whose professional and personal needs we should not ignore. There are budget people who force us to worry about the bottom line. There are licensing experts who remind us almost daily of health and safety issues. And there are campus administrators who want assurances their token financial support of our programs yield at least a ten-fold return.

Collectively these constituencies impose multiple, and sometimes conflicting demands on campus child care operations. Campus child care administrators have a tough juggling act to perform on a daily basis. I appreciate your situation and get angry over the shoestring budgets that characterize most of our operations. But at the same time, I want to take a risk here today and remind us of yet another constituency that campus child care should not forget. The constituency I have in mind is the larger general field of child care. This constituency does not confront us daily as do children, parents, administrators, and staff. In the press of the many demands on our programs, it is easy to lose sight of where we fit into the field. Conferences such as this one provide an opportunity for taking perspective.

---

*Keynote speech delivered at the annual meeting of the National Coalition for Campus Child Care, March, 1987, New Orleans, LA.

I have prepared my speech today as one perspective on the needs of the child care field at large, and how campus child care can provide a valuable leadership role in responding to these needs. We need models of high-quality child care that incorporate the best of early educational practice. Campus child care has a special role to play in this regard.

The plan for my remarks today is as follows. First, I wish to comment briefly on historical and contemporary views of child care and early child care and early education. Second, I want to discuss three critical problem areas in our field that can be addressed through an integration of the traditions of child care and early childhood education. Campus child care is uniquely suited to generate some solutions to these problems. Lastly, I want to suggest some steps campus child care might take to enhance its position as a catalyst for change in the field.

Comments such as my colleague's that separate child care and early education are not surprising. Full-day child care programs and nursery schools have evolved in very different ways in this country. Day care programs grew out of a child-welfare movement to care and protect the children of immigrant and working-class parents. It has been seen as a service for underprivileged or inadequate people. The field of social work was heavily involved in earlier forms of day care, providing crisis intervention, supportive services to the family, and therapeutic services for the child. The emphasis was on treatment.

In contrast, the American origins of the nursery school are closely connected to the child study movement of the 1920s. Preschool education grew out of a middle-class mothers' movement to enhance young children's development through half-day nursery schools and training programs for mothers.

The social context in which child care and early education now function is dramatically different. Out-of-home child care is no longer a marginal element of society, serving children from poor families. For parents at all economic strata, day care increasingly is an essential component of the family's support system. Further, the half-day nursery school program is no longer viewed as a frill for children from middle-class families. The benefits of early education for children from low-income circumstances is now well understood in many quarters of society. A result is that in today's world the distinctions between day care and early education are increasingly artificial. Continued treatment of these two forms of children's programs as significantly different entities provides a fragmentation in a field that desperately needs a unified conceptualization of services to children and families. Moreover, full-day and part-time programs can learn from each other. We have rich traditions to share and build upon. Cross-fertilization most likely would be beneficial to all concerned. All children need care that incorporates the best of early education and child care practices.

There are signs that the historical gulf between child care and early education has narrowed a good deal in recent years. Some have resisted this movement. Others have welcomed it with open arms. One of the earliest signs of the narrowing of the gap in our field was in 1950 when Read's prominent textbook in early childhood education treated the day care center as one kind of nursery school,

identical to all other early childhood programs in its assumptions about the child, curriculum approaches, and teacher behaviors. More recently we have Bettye Caldwell's creative concept of educare, which is an effort to conceptually combine the functions of nurturance and education.

In spite of these developments, there continue to be different windows through which we view early education and child care. With full-day child care, our society has asked whether it is harmful. We have asked, and we continue to ask, questions such as these (see Peters, 1980):

Does day care damage the attachment between the child and the mother?
Does day care retard cognitive development?
Does day care produce children who lack self-control, who are overly aggressive or overly passive?
Does day care lead to too great a reliance on peers or to later unsatisfactory peer relationships?
Does day care usurp the mother's responsibility for the child?

There is research evidence that provides a qualified no answer to each of these questions. But the questions continue to persist. Just in the past month I have encountered at least three instances where concern about the negative effects of day care has been center stage. One was a very progressive Fortune Magazine (Chapman, 1987) article on child care problems in corporate America. Another was an article by Jay Belsky regarding the effects of day care on infants. And yet another was a conversation with a child care professional who candidly told me, "Down deep inside me, I'm not convinced day care is a good place for kids. In fact, I worry about how these kids will turn out as adults."

Our society does not impose these questions on the half-day nursery school experience. We are not preoccupied with the effects of half-day programs on the mother-child relationship, or on the child's cognitive, social and emotional development. Rather, we ask whether educational programs for children are beneficial. It is assumed they are not harmful.

These differing interests in the effects of day care and early education reflect societal views of the traditional American family and the importance of maternal care. At a national level we are ambivalent about the legitimacy of non-familial care. Our tax laws, corporate policies, and government expenditures on social programs support the myth, not the realities, of American family life. Even modern-day versions of the "Leave it to Beaver" television program avoid the child care issue.

Our society uses different windows for justifying the existence of child care and early education. When the case is made for child care, the focus is typically on the demanding work and school schedules of parents. Benefits for the child are often secondary or neglected matters in these arguments. More recently we see the argument for child care based on benefits for a third party such as an employer or sponsoring institution. Recent studies show a strong relationship between a high-quality child care program and work-related behaviors such as absenteeism, productivity, and morale. Corporations are being told that good child care is

good business. It improves employee loyalty, satisfaction, and recruiting. On our campuses we hear variations on this theme. Campus child care is billed as a way to recruit new faculty, support nontraditional students, and improve the productivity of campus personnel.

A different window is used to make the case for early education. In arguing for preschool education, generally there is reference to children's social and academic skills. It is common to hear about the findings of the Consortium for Longitudinal Studies (1983) and the Perry Preschool Project (Berrueta-Clement, et al., 1984) regarding the long-term impact of early childhood education. The separateness of child care and early education is evident in the current debates about the education of four-year-olds. As we know, many states are considering the merits of public school programs for four-year-olds. Typically the arguments focus on the academic gains for children. But certainly lurking in the background of these debates is a profound child care need that may be partially solved by opening the school to younger children at public expense. It is unfortunate that the debate about the education of four-year-olds cannot be seen as partly a child care issue. It is more unfortunate, in my judgement, that we need to subject children to inappropriate academic programs for four-year-olds because we are unable to come to grips with our nation's child care problems.

A major reason for the gap between child care and early education is our society's ambivalence toward out-of-home child care. We must acknowledge the dominant ideology about home and motherhood as a major obstacle to bridging the gap between early education and child care. But we cannot allow these prevailing beliefs to prevent us from developing and refining programs that integrate the best of our pooled knowledge from child care and early education practices.

I want to discuss briefly three critical areas that in my judgment would provide an exciting agenda for incorporating and building upon the experiences of early education and day care. These three areas are by no means an exhaustive list. But they represent pressing needs in the child care field and are illustrative of the ways in which we can draw on both day care and early education program experiences to address problems in the field. The three areas are: staff development; curricular practices; and relations with parents.

Several studies suggest that one of the most important assurances of quality child care programs is the training of staff. The National Day Care Study, for instance, found that in classrooms where lead teachers had specialized training in child development or early education, there was more social interaction with children, more cooperation among children, more child involvement in the program, and greater gains on the Preschool Inventory (Ruopp, Travers, Glantz, & Coelen, 1979). A love of children is not enough to make an effective teacher and care giver.

These research findings come as no surprise to professionals in the field. Yet our field needs to do a better job of acting on this knowledge. At a broad level we need policies and practices that prevent untrained individuals from securing responsible positions in child care. At a program level we need models of how to nurture the growth and development of child care professionals. Presently I am carrying out a large study on this topic with Andrew Stremmel at

Purdue University. We have secured detailed information from more than 500 staff members in licensed group child care programs in the state of Indiana. Our study focuses on the information and support networks of child care workers. What information sources guide their classroom practices? To whom do they turn when they've had a particularly bad day? What is the support system of the typical child care worker? These are some of the foci of our study. Presently we are coding the data, but a cursory glance at the questionnaire responses suggests this topic is seriously neglected in the field. Our questionnaire is 18 pages long and takes at least 30 minutes to complete. Before we mailed it out I had serious doubts as to whether time-pressed child care staff would respond. But to my amazement, the response has been overwhelming. Not only do respondents complete the entire 18 pages, many of them write detailed comments with stories about the stresses, strains, and joys of caring for young children. They are delighted that someone cared to ask them about their work.

A preliminary look at the data suggests that for some individuals a source of strain in child care work is not only the poor pay and working conditions, but also the lack of opportunity to talk with other staff, to reflect on one's work, to interact with the supervisor about substantive matters, and to see the program as a setting that enhances the professional growth of the staff.

A recent article by Victoria Dimidjian (1982) on the evaluation of a campus child care program points to the need for a system to train and support the child care staff. Dimidjian found that work-study students in a campus child care program desired more assistance in helping to define and affirm their roles and standards of performance in the center's daily operations. "Students felt needs for better orientation to their jobs, more continuous supervision and feedback on their performance, better on-the-job training, and supportive administrative handling of child management and staff conflicts when they arose."

This is a fruitful area for research and program development work. Well-qualified lead staff need nurture, as do assistants who have minimal or no formal training in the field. Campus child care will continue to make extensive use of student workers, some of whom have academic majors totally unrelated to child development. We need to develop and disseminate strategies for the effective support of all levels of staff in our programs. To do this, we can draw on the extensive teacher training experiences of the laboratory nursery school and the sensitivity to personality and psychosocial factors that has characterized the day care field.

The second critical area in need of our attention is the role of the curriculum in a child care program. Research on curriculum issues has been done almost exclusively in half-day nursery schools. There is almost no research on curriculum and teaching practices in full-day child care programs. Day care research on program practices has focused on structural dimensions such as group size and staff-child ratio. While these are essential parameters of a child care program, we need to know more about effective teaching strategies within a child care setting.

For about the past 15 years curriculum issues have been on the back burner in our field. The advent of Head Start in 1965 prompted serious interest in which curriculum would achieve the greatest results with young children. A number of curriculum comparison studies were launched, but proved to be exceedingly difficult methodologically. The findings of these studies suggested that any well-conceived and administered program could be effective with young children. One of the curriculum comparison studies, for instance, concluded that the key issue in early childhood education is not which curriculum to use, but how to manage any curriculum to achieve positive results (Weikart, Epstein, Bond, & Weikart, 1978). At about the same time these findings appeared, the existence of the early childhood intervention enterprise was in jeopardy due to the findings of the Westinghouse study of Head Start (Cicerilli, 1969).

Policy-makers questioned whether there should be government support for early education at all. Debates about curriculum were foreshadowed by these concerns. Also in the 1970s, the dramatic growth of mothers in the out-of-home workforce created a profound need for child care. Our attention was focused on issues surrounding quantity; our country quickly needed day care slots. Quality was a secondary concern.

Now in the late 1980s curriculum issues are returning to a central position in discussions about child care. Perhaps this reflects a developmental stage in the growth of the child care field. Mary Pine's informative case study of the growth of this National Coalition for Campus Child Care notes that over time the annual conferences began to focus more and more on curriculum and quality issues. Within the National Association for the Education of Young Children we certainly see efforts to ensure quality child care through the voluntary accreditation academy, guidelines for the training of personnel, and standards for developmentally appropriate practices.

Adding fuel to this movement are recent findings of follow-up studies which suggest that curriculum and teaching practices do matter. I reviewed this literature in the September, 1986, issue of Young Children (Powell, 1986). The data suggest that the type of program attended in the preschool years has a distinctive influence on adolescent functioning. For example, the careful work of Louise Miller and colleagues (Miller & Bizzell, 1983) indicates that boys, but not girls, who attended a Montessori or traditional nursery school were superior in school achievement in 8th grade compared to boys who had been enrolled in a didactic direct instruction preschool. Also, the follow-up study by Schweinhart and colleagues (Schweinhart, Weikart, & Larner, 1986) at High/Scope suggests that both boys and girls enrolled in the didactic Bereiter-Englemann preschool program engaged in twice as many acts of juvenile delinquency as children who attended a traditional nursery school or a High/Scope preschool. These findings are provocative but not conclusive. We need research that confirms and elaborates on these findings before definitive curriculum recommendations can be made.

As I noted earlier, the bulk of curriculum research has been done in half-day nursery schools. Very little research on curriculum and teaching practices has been done in all-day child care programs. Moreover, most of the work has been done on model programs primarily involving black children from low-income fami-

lies. This severely limits the applicability of the existing research, and leads to a lack of information on the effectiveness of different curriculum strategies in an all-day program.

Curriculum issues are especially intriguing in campus child care programs that have flexible schedules for the arrival and departure of children. Your programs have a unique role to play in helping the field think about ways to organize a flextime setting so it is more than a custodial child care arrangement. How do we handle children's transitions to and from the center when different sets of adults and children are likely to be involved at different times? How do we provide a sense of continuity for children, as well as meaningful child-initiated activities?

There is a related curriculum issue your programs are well suited to address. My prediction is that more and more children will be involved in multiple child care arrangements. How do we provide activities that are consistent with experiences in other settings? How do we help children and parents coordinate experiences across a variety of settings? What are some strategies for reducing overload on the child? Perhaps in some situations our programs should provide a stimulus shelter for children rather than a stimulus-rich environment.

A final curriculum area I encourage you to contribute to is after-school child care. Nationally, the after-school child care situation seems to be repeating the developmental pattern that characterizes the growth of preschool day care. Now we are concerned about quantity--that is, creating program slots for school-age children. Interests in quality programming are taking a back seat to the pressure for more program funds. But curriculum quality issues need to be addressed. Herding large numbers of children into a gymnasium where they sit for up to three hours watching television or doing homework, with a staff-child ratio of 1 to 100, is a far cry from a developmentally appropriate setting. But even moving beyond these extreme situations, we need creative program development work that provides models of child-centered programs.

The third area I wish to address is relations with parents. Parenthood has always been a demanding job, but in today's world the sources of help for parents are growing thin. High quality time with children is becoming an American luxury item.

Families with young children on college campuses are among the most stressed in the population. Parents have multiple roles to perform and their schedules are constantly changing.

Recent studies conducted by Ellen Galinsky at Bank Street College provide insight into the problems of managing the demands of work and family (see Chapman, 1987). Just several decades ago our view of the work-family problem focused primarily on the conflict between excessive work hours of career-oriented corporate men and the emotional needs of their wives and children. Now results support the prevalent view that balancing job and family demands is extremely difficult for the majority of parents. Women are more affected than men by the dual roles of worker and parent. Galinsky found that working mothers with children under 18

years of age were more likely to have higher stress levels, suffer from more psychosomatic symptoms, and to have greater work-family interference than their male counterparts.

The period of time before children enter elementary school (under 6 years of age) is the hardest of all for both employed fathers and mothers. Work-family tensions are particularly difficult for parents with a child under one year of age. These parents are more likely to be absent or late for work than parents with older children, according to the Galinsky studies. Parents with children under one year also report higher levels of stress and more negative physiological symptoms such as headaches and backaches.

Directly related to these work-family tensions are inadequate child care arrangements. Galinsky found the problems with child care were the most significant predictors of absenteeism and unproductive time at work. The 3 o'clock syndrome is part of the landscape in most work settings. These problems include the difficulty in finding child care, dissatisfaction with current child care arrangements, and the frequency with which regular arrangements broke down. Parents of children under one year have the most difficulty in finding child care. One out of every three employed fathers and mothers with infants said the child care search process was difficult compared to one out of every four employed parents with children three to five years of age.

The overwhelming trend in the Galinsky study is the importance of a reliable system of child care in promoting the positive mental and physical health of mothers. The more frequently the child care arrangement broke down, the more likely the mother was to have higher levels of work-family interference.

One implication of the high stress level parents are under pertains to the continuity between home and child care arrangement. In this field, we have long seen the importance of parents and caregivers functioning as partners in socializing and educating the young child. This is based on the theory that a child's socialization experiences are improved when there is close coordination and communication among major socialization agents. The available evidence indicates that the reality is far different from this ideal view of interactions between parents and teachers. Recent studies point to low levels of parent involvement in school activities. In one study of a high quality child care programs, parents spent an average of 7.4 minutes per day at the program (Zigler & Turner, 1982). This included drop off and pick up times, conferences with center staff, time observing children, and participation in group meetings. In a large study I conducted of child care programs in Michigan, I found minimal coordination between home and center (Powell, 1978). An alarming proportion of parents--20%--did not know the name of their child's teacher. The current situation with many child care programs makes it easy for this to happen: vans or buses pick up children at their homes, making it possible for parents to infrequently or never see the staff or facility. Also, the miserably low pay for child care workers contribute to a high turnover of staff.

A result of this limited exchange between parents and teachers or child care providers is that children need to learn to function in diverse settings with

little or no help in handling the daily transitions. There is little opportunity for one setting to reinforce the child's experiences in the other. The fragmented and highly compartmentalized nature of these systems can be stressful for the child. The limited contact also makes it difficult for parents to monitor the quality of the arrangement.

Throughout the field, we now have a good handle on how to manage relations with parents. A recent national survey of child care workers at all job levels found relationships with parents to be the greatest ethical concern among early childhood educators.

We need tested models of child care programs that serve as a family support system. This requires a modification of our long-standing practices surrounding parent involvement in the half-day nursery school. It also requires a modification of the treatment orientation of the traditional day care center. Parents need both information and social support to be competent parents. Our task is to generate feasible ways to provide this through our programs. The practices that worked in the 1950s and 1960s are no longer viable in the 1980s.

Closing Comments

The intended theme of my remarks today is that the larger child care field would benefit from your contributions to research and program development that integrate the traditions of child care and early education.

I realize most of the campus child care represented in this Coalition was not set up to serve a research and development function. The origins of most campus child care are in the realm of service to the campus community. Many of the programs in the Coalition operate under the aegis of a student services arm of the college or university, and not an academic unit.

At the same time, there is great potential for you to contribute to the field. I read in your publications that this is a desirable direction. I support your aspirations in this regard. Ruth Cook (1984) makes a cogent argument for integrating research and service in her article in Focus on Learning. Campus child care can and should serve as a new kind of laboratory for innovations in the child care field. Already many of you are experimenting with creative ways of dealing with the three critical areas I set forth in my talk today.

Efforts to provide knowledge and leadership to the child care field require programs to assume a proactive stance in generating an action plan. We cannot contribute meaningfully to the field by passively responding to every request that is made of us on the college campus. This is a major problem in being a service-driven institution. What others want our programs to do or become may not be in the best interests of the child, the staff, or the families we serve. If we view campus child care as a program development and demonstration site, we have a mission that is determined in part by the needs of the profession.

Contributing knowledge and leadership to the child care field also requires programs to strengthen ties with academic units on our campuses. The kind of ties

I have in mind, however, go beyond our providing children and parents as research subjects. I view the child care staff in a more substantive role, serving in a collegial capacity with other faculty and staff in generating program designs, curriculum strategies, and research. This connects with my earlier comment about assuming a proactive posture in defining the parameters of the child care program. Relations with professional associations should be kept strong. NAEYC needs and deserves our active support. So does this Coalition. On a shoestring budget, you have done remarkably well.

The challenge of integrating child care and early education is a great one. This Coalition and your individual programs can contribute to this crucial need. I view this Coalition as a reflection of the pioneering spirit that characterizes our field. It is my hope that the values of risk-taking, innovation, and persistence will continue to prevail in this Coalition and in your services to children and families.

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Meeting the Challenges*

Harriet A. Alger

The other keynote speakers this week, Maxine Greene and Douglas Powell, are not directly involved with campus child care, but are part of the academic community of teaching faculty, researchers and writers. It is nice to hear their words of support for what we are doing because there has been little support for campus child care from academic programs on many campuses.

Laboratory nursery schools have had excellent facilities, trained staff and have been supported by the college or university budget. Campus child care has too often been housed in poor facilities and expected to be self-sufficient.

The question that has been repeatedly asked about Head Start is: "What good does Head Start do?" It is characteristic of the problems we face that the question usually asked about child care is: "What harm does child care do?"

This situation is changing now. Many of the most respected national leaders in early childhood education strongly support the need for quality child care. Eminent researchers have provided us with evidence that good child care is not only not harmful to children and families, it is beneficial in many important ways. The National Association for the Education of Young Children has taken a leadership role in defining good child care and in encouraging its membership to advocate for more accessible, affordable quality child care.

However, on many of our campuses there is still little communication or cooperation between campus child care staff and education departments, this despite the fact that most child care directors and teachers are traditionally educated and trained early childhood professionals.

Drs. Greene and Powell have challenged us to do what we can to end this separation and to integrate child care into early childhood education.

We usually blame the other educators for this segregation, but I think we are also at fault. As many of us become involved in Head Start and child care, we became frustrated with the lack of support from the traditional early childhood professional organizations such as National Association for the Education of Young Children, the lack of relevance of AEYC activities to our problems and the lack of responsiveness of AEYC members to our needs. New organizations were formed and we poured our energies into them: Head Start associations, 4C organizations, this coalition.

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*Keynote speech National Coalition for Campus Child Care 1987 Conference, New Orleans.

These organizations have filled an important need, but professionally and politically we also need the resources of the broader-based AEYC. More and more of us have joined again, and as our numbers have grown, we have begun to influence the feelings of the other members and to change the policies and activities of local state affiliates and NAEYC. With the strong support now given by NAEYC, we must exert even more effort to build ties with other early childhood professionals in local and state AEYC's and work to gain their respect and their involvement in child care concerns.

Maxine Greene discussed the integral relationship that she believes should exist between research and service. In the past it was usually the controlled atmosphere of the lab school that provided the setting for any research relating to children in early childhood programs. There is now increased respect for research involving teachers in regular classrooms and more interest in child care as a setting for research possibilities.

Here again, we have helped to create the division between research and child care. Many of us have been impatient with researchers. We have characterized them as irrelevant and impractical. We have not even effectively used the helpful studies that have been done. We should be encouraging research in our centers and learning more about how to conduct it or facilitate it. We need more good research on the effects of child care and on what constitutes quality care. Such research may help to prove that we are doing a good job and aid us in our struggle for stability and security. If good research proves to be critical of our efforts, we should learn from it and make the appropriate changes.

The workshops at this week's conference alerted us to some successes that we can celebrate and some problems that we need to address. New centers have been built or will be built on several campuses: Southern Illinois University, St. Louis Community College and Ohio State University. There is an innovative and effective Child Care Planning Project in Cleveland with funding for a demonstration program at Cuyahoga Community College. Welcome news.

Most of the problems discussed were familiar: the lack of adequate salaries and fringe benefits, the need for space, the struggles to maintain program quality.

The most discouraging and ironic situation reported on this week has developed in three states which have passed provisions for comparable worth or have reclassified jobs to achieve more pay equity. At first we celebrated when child care positions were recognized for the true responsibility, training, experience and skill involved. Many directors and teachers received $6,000 - $7,000 raises. However, funding to state campuses has been allocated to support the increased salaries of state employees only, and not those of the child care staff in centers that are incorporated as separate service organizations.

These center directors are now faced with the possibility of having to eliminate jobs, hire less qualified staff, or lower program quality re: staff/child ratios. We cannot let this happen. We must all help them fight or we will soon face similar threats as we manage to win comparable worth recognition in other states.

One director was told that the campus could not afford a "Cadillac" program. We are not flashy Cadillacs! We are good, dependable, cost effective Hondas. The quality care we provide is not a luxury. It is like quality nutrition. Anything less is harmful to children.

Last year when I was honored with election to the Athenian Council of this organization, the Goddess Athena was described not only as the Goddess Of Wisdom and Crafts, but as a fighter leading her battalions into war. That seemed appropriate to me at that time. I've been a trouble-shooter, some would say a trouble-maker, involved for three decades in fighting for issues important to children and families.

Upon reflection this year, however, I decided that there were other attributes of the mythical Goddess Athena that relate even more directly to the skills and attitudes which are needed to be effective advocates. She was, we are told by Jean Bolen in her book, "Goddesses in Everywoman" (1984), skilled in diplomacy, had foresight, planned well, worked to acquire mastery of needed skills, was patient, a superb teacher, persistent, joined men as an equal or superior. Her efforts were sharply focused and well-directed. She kept a cool head in a crisis, was a good strategist, naturally assertive, comfortable with competition, energetic, practical, pragmatic. Now there's a role model for child care professionals in the 80's!

Child care is a field that has been dominated by women and men with more than usual concern and sensitivity. We are "nice" people, easily hurt, often martyrs to our causes. We don't think we should have to compete because our causes are right and just and should be supported by all. We don't think that we should have to do much to persuade because the rationale for what we believe should be self-evident. Any reasonable person should see the light. We don't like unreasonable or unpleasant people and do not deal with them well.

Our sensitivity and concern make us pleasant to know but do not always help to improve salaries, find more space, assure appropriate curriculum for early childhood programs, or provide a stable funding base for a sliding fee scale.

Each of us has been almost totally immersed in our own program difficulties. Head Start people support Head Start issues. Child-care providers work on child-care concerns. Kindergarten teachers try, often unsuccessfully, to persuade school administrators not to adopt curriculum, methods and materials inappropriate for young children.

On campuses, students petition for child care so that they can get an education. Early childhood educators campaign to get what they need to train future teachers. Faculty and staff push for adequate care for their children so that they can be free of worry and concentrate on their jobs. Administrators want child care to support more non-traditional student enrollment. Child-care providers face budget problems, low salaries, inadequate facilities.

We all concentrate so hard on what has to be done to react to current pressures and crises that we seldom have time to do what is really needed and what would be most effective: planning together and working together assertively, patiently and persistently to establish basic principles, practices and procedures that would benefit all early childhood programs and eliminate many of the constant and recurring problems we face, for example:

- commitment to the importance of the early years and the need for adequate family support as essential to the economic growth, social stability and effective defense of our country;

- insistence that all administrative and curriculum decision-making in early childhood programs include qualified early childhood professionals and parents of young children;

- acceptance of comparable worth in principle and practice with resources provided to support the resulting salary increases.

We need to focus our efforts strategically and pragmatically and to develop political and diplomatic skills. We need to become challenged but not uncomfortable with competition and confrontation, be good sports whether we win or lose. We need to become fascinated with puzzles, not frustrated because we don't always have quick solutions to running the mazes. We need to pace ourselves so we have the strength to keep going, to persist.

Sounds simplistic. How can we be patient, good sports and comfortable with mazes when children and their families are in trouble? When programs are faced with threats to quality or loss of jobs?

I'm not talking about taking human needs lightly. I'm not suggesting that we can find extra time and more energy somehow. I am talking about more effective use of the time and energy that we have - avoiding as much as possible ineffective, draining emotions and actions that result in less being accomplished. We don't do favors to children, parents or staff when we burn out, give up or drop out - actually or psychologically.

I'm also talking about spreading the load among as many talented, concerned people as we can and supporting each other's causes and programs with numbers that are politically impressive.

Strategy and numbers are both important in a battle. If we ever develop a really effective alliance among early childhood professionals, parents and other supporters we will have a powerful political voice. This does not imply that all early childhood groups will ever agree on everything, but we certainly can agree on and work together on some of the basic issues.

We must not concentrate all of our efforts on behalf of campus child care on our own campuses. In New York, it has been necessary to work at the state level to try to solve most of our problems. As you know, the Coalition has been actively promoting campus child care as a national concern with the result that finan-

cial aid help and subsidy for child care for low income student/parents are now provisions of the Higher Education Act.

Marian Wright Edelman of the Children's Defense Fund has asked for the formation of a national early childhood coalition since 1978. NAEYC has the potential to become such an organization. I hope you will join NAEYC and your local and state affiliates if you do not already belong. Then help us elect people to the NAEYC Board who will support an active leadership and advocacy role for that organization.

At the local and state levels, I hope that you will work to establish communication and cooperation among all early childhood groups, civic and church groups, unions and women's groups. Essentially our problems of salaries and services are women's issues. Our society, despite some advances, does not yet value work considered "women's work" or the role of those who nurture young children. We need a climate of acceptance, of understanding and support for children's programs in our communities.

Many people in this organization are already skilled in political and diplomatic activity. If any of the rest of you think that it isn't possible for you to do what they do, please know that these are learned skills. None of us were born with them. The alternative is to continue to feel like victims of the present system instead of becoming leaders or part of the army in the campaign for necessary change.

As we end this conference and go back to our campuses, let us re-examine attitudes and practices that may be contributing to our problems. We cannot and should not try to assume the total responsibility for the establishment and maintenance of good campus child care programs. We can aspire to the qualities of Athena, but we can't play god or goddess, expecting to solve all problems, have all the right answers and have an infinite supply of energy.

It is not our fault if one day child care ceases to exist on campuses and student/parents cannot find or afford care for their children. We care deeply about them and we will help them as much as we can, but we can't do it alone. Their children and their education are at risk and they must be involved in helping us solve the problems we face. Most of them will earn more money after they graduate than we do. It is not appropriate for child care staff to continue to subsidize other people's education and careers at such cost to themselves. We must find ways to work together, to help each other survive.

It is not our fault if faculty and staff lose their on-site child care. We support them in their concerns and we will help, but we can't do it alone. Their children and their jobs are at risk and they must work with us if we are to continue to provide the programs they need.

Enrollment figures on campus are not our problem. If administrators see the enrollment of mature students as necessary to offset dwindling numbers of high school graduates, if they need child-care services to attract this non-traditional population, they must make an investment in our centers. We cannot continue to

bear the burden of providing valuable services without the commitment of sufficient resources.

Providing practicum sites for academic programs should not be our total responsibility. If experience in campus child care programs is valuable to the students and faculty of academic disciplines, they should be helping us to get the support that will provide the stability and security that our programs desperately need.

On and off campus, we must build effective coalitions of those who need child care and those who care about children and families. If we believe that we are equal in importance and in ability to others in our society, we must demonstrate that we are. If we believe that our work is essential to a democratic society, we must work to master the political process by which that society is run. If we are ever to elect more men and women who share our basic values to public office, we must make sure that those who might be candidates develop the skills that will allow them to campaign successfully and serve with distinction.

In the process of becoming courageous, pragmatic, persistent, diplomatic, cool in a crisis and comfortable with competition, I hope we will also continue to be caring, warm, flexible, creative and open. Bolen also tells us that Athena was "one of the boys," supporting the patriarchy and the status quo, not sympathetic to the down trodden, not nurturing. We can't emulate those characteristics. That's our challenge for the future: to develop the skills we need to win respect and resources but retain the human qualities that allow us to nurture children, families and each other.

Critical Issues in Campus Child Care*

Phyllis Povell

In the coming years campus child care will face many important issues. Often the energy needed for the day-to-day running of our centers keeps us from focusing on the larger needs of campus child care. I have selected specific areas in which I believe we in campus care need to expend our energies.

In a recent speech, Secretary Bennett referred to the "dissolving American family". We in campus child care already have met many members of these families - mothers who need to finish their education and/or fathers who are continuing theirs. As families continue to split up, however, and to move farther away from the extended family we will inevitably also meet the undereducated members of American families; those single heads of households who need to go back to colleges and universities in order to be able to support their families. They will carry additional burdens and pressures than the families we have known in the past.

In America today, Bronfenbrenner reports four of every ten females under the age of nineteen become pregnant and half of them have a child. More than 20% of our children are living in single-parent homes and it is estimated, he says, that within ten years half of the children in the United States will spend a major portion of their lives in a single family home. These statistics, in combination with the tremendous increase in working mothers, necessitates that campus child care centers, as models for quality child care, give greater attention to appropriate quality child-care training and parenting-skills training by knowledgeable staff personnel. Campus child care centers will also need to serve as networks for the community at large. As members of a campus community they may also need to provide health services, but will most certainly need to act as trainers, referral agencies, and meeting places for parents. We need to become more responsive to the non-traditional family.

Of course we must serve as models for the best child care that can be provided. This leads to the next two issues to be considered. Campus child care has always striven to provide quality child care. The time has come for us to consider the larger idea of accreditation.

The unique feature that campus child care brings to child care is the university setting with all its resource people and facilities. The need to use these people in the best possible ways to serve children is imperative; nursing departments, medical schools, art, music, health, nutrition, psychology, education, biology, public relations; the resources are unlimited.

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*From a talk presented at the National Association for the Education of Young Children, Washington, D.C. November 13, 1986 by Phyllis Povell, Ph.D.

Our role as advocates for children is another part of the service we provide that must not be overlooked. We must continue to lobby for children and work with others to bring to fruition those rights that belong to a group that cannot speak for itself.

In The Secret of Childhood, Montessori wrote:

> Parents have a very important mission. They are the only ones who can save their children by uniting and working together for the improvement of society. They must come to appreciate the mission which nature has entrusted to them. They have a primary role in society and control the future of humanity in so far as they give life to their children.

We need to enlist parents as advocates. PL94-142 as amended (PL99-457) now provides for the handicapped child from three to six years of age. Parent choice in states that have previously serviced the three-to six-year-old appears in the amendment to be losing some ground. We can assist parents to advocate the best quality child care possible for their children. Campus child care was in the forefront in this effort and needs to continue.

An extension of this advocacy is the need for educating our legislators. Most of them have long forgotten what it is to be a child - few of them know what it is to be a child in the 80's and 90's.

I've left the issues of research and funding for the last critical issues. It is not to diminish their importance, but to leave you with the idea of the need for ongoing research to validate what we already know about quality child care, to look ahead to new understandings that current research will provide us in moving forward towards improving quality child care, to encourage continued partnerships with the universities for in-kind funding, and to urge continued efforts to obtain grants and other outside funding to enable theoretical research to become applied research.

Campus child care has the ability to become a model for all child care facilities. We need to continue to provide quality leadership.

SECTION TWO

Campus Child Care Today

Many persons are unaware of the scope, diversity and complexity in campus child care numbers and design. This section focuses on the results of a national survey of campus child care centers. It allows for a close look at one state, Illinois, and at particular programs which demonstrate the different ways institutions support campus child care across the country. Represented are a council of child care, a private university system, a child-care tuition assistance program and drop in center, a vendor program, purchase of service, a collection of individual centers unified by a program coordinator, a comprehensive model, and a consortium.

A Profile of Campus Child Care Centers*

Judy Herr, Karen Zimmerman, and Peg Saienga

Introduction

Since no statistics were available on campus child care nation wide, the authors designed a study to meet this need. Specifically, the intent of the study was to gather data that could be used as a basis for developing new centers, improving existing centers and helping to secure additional resources. In the Spring of 1986, a national survey of campus child care centers was conducted for **Child Care Center** magazine.

Part I

The Survey

A survey questionnaire was developed and mailed to 242 campus child care centers throughout the United States. All of the individuals receiving the survey held membership in the National Coalition for Campus Child Care. Responses were received from 184 center directors. The high interest and response rates were probably due to the current lack of any nationwide information regarding campus child care centers.

Types of Institutions

The majority of the responses came from campuses that had both graduate and undergraduate programs. Of this group, 80 responses were from public institutions, and 32 responses were from private institutions. The second largest group, totaling 55, represented one-and two-year colleges. Public institutions represented 52 of these responses, whereas only three surveys were returned from private institutions. Eleven responses were received from colleges providing only four-year-degree programs.

Children Served

The number of children served in campus child care centers ranged from 1,000 children in a center to fewer than 10 children. Most campus child care centers, however (72 percent), served 100 or fewer children, while 21 percent provided services for 100 to 200 children. Only three centers indicated that they provided child care services to an extremely large group of children, with enrollments of more than 300 children. (See chart on next page)

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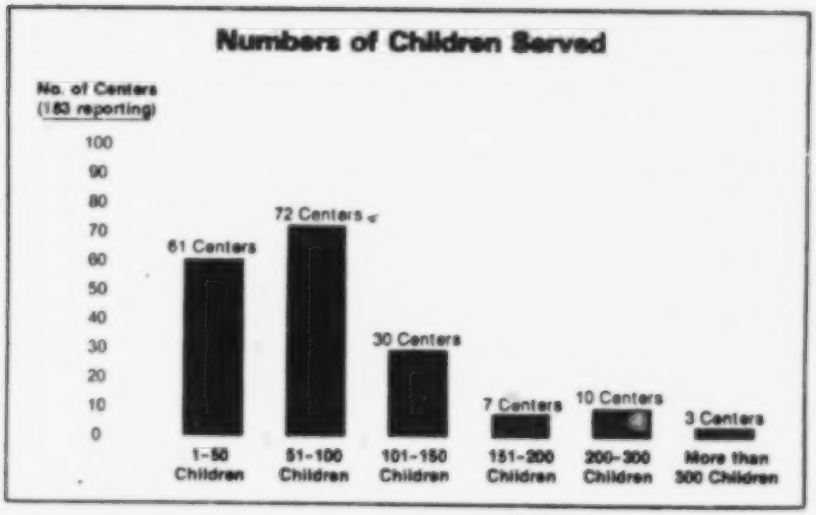


Campus Size

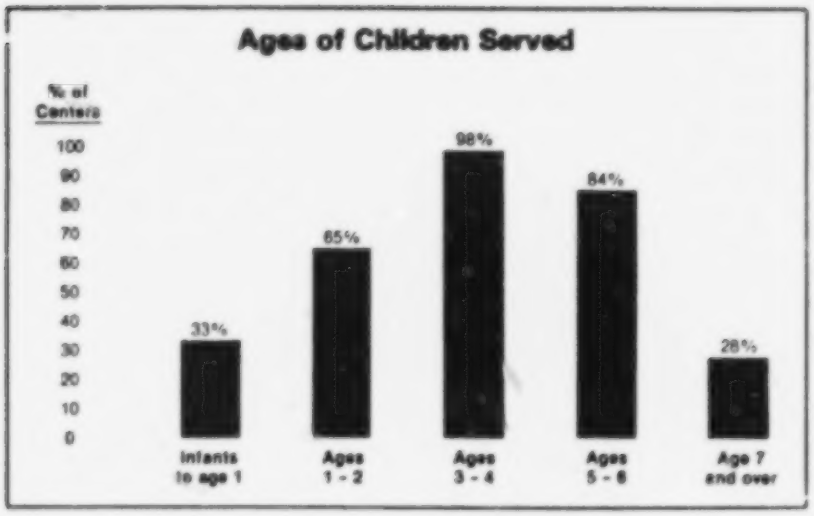
Enrollment on campuses ranged from under 1,000 to over 16,000 students. The largest group of responses (46) came from campuses with enrollments of 16,000 or more college students. Centers in the second largest group (43) were located on campuses that served fewer than 4,000 post-secondary students; Thirty-nine child care centers served campuses with a student enrollment of 4,00 to 8,00; 36 centers provided services for 8,000 to 12,000 students; and 15 respondents represented campuses with a student population of 12,000 to 15,000.

Licensing Capacity

In the States that are required to have preschools licensed, the licensing capacity varied, ranging from eight to 350 children. Fifty-five centers were reported to be licensed to serve 51 to 100 children; 106 centers were licensed to serve 50 or fewer children. Only 22 centers were licensed to serve more than 100 children at any given time.

Ages of Children

Children attending campus child care centers ranged in age from less than 1 year to over 6 years. Infants under 1 were served by approximately 33 percent of the centers; from ages 1 to 2 by 65 percent of campus centers; from ages 3 to 4 by 98 percent of centers; and from ages 5 to 6 by 84 percent of centers. Children over 6 years of age comprised the group that had the lowest percentage attending centers; only 28 percent of campus child care centers offered this type of care. (See chart on next page)



Types of Programs

Child care program options ranged from full-time day care to daytime care on weekends. Child care services on a full-time basis were provided on 100 campuses and on a half-time basis on 112 campuses. Thirty-eight campuses offered after-school child care; 37 reported the availability of drop-in child care services; 25 reported evening care services after 6 p.m.; and seven offered weekend child care.

Preschool programs were offered in 131 centers. Satellite child care services were reported by only nine centers. These programs were basically located off-campus in homes, but coordinated through the college or university.

Summary

The response to the survey of campus child care in the United States was extremely high. Public institutions having both graduate and undergraduate programs provided the largest number responding to the survey and had more than 16,000 college students on their campus. On an average, many campus child care centers serve about 100 children, although this amount varied greatly. Children between the ages of 3 and 4 were served by 98 percent of the centers in the half-survey. Child care services were quite evenly balanced between full-day and half-time programs; however, many different program options were reported.

Part II

Staffing and Compensation

This focuses on center personnel, including status, staffing, educational preparation, and compensation patterns.

Educational Preparation

Differences existed in educational preparation between teachers and directors. Not all teachers held a bachelor's degree. The majority of teachers in 24 percent of the centers only met state licensing minimums. Almost half of the centers had a majority of teachers holding a bachelor's degree, whereas 15 percent of the centers had a majority of teachers holding a master's degree. No centers reporting had a majority of teachers holding a doctorate.

A college degree was held by most campus child care directors. Twenty-two percent of the directors had a bachelor's degree, while 52 percent held a master's degree. A doctorate was attained by 16 percent of directors. Only four percent of campus child care directors had less than a bachelor's degree.

Teachers' Salaries

Teachers' salaries paid on an hourly rate ranged from $3.35 (the current federal minimum wage) to $16.50. Teachers' salaries for those paid on a 12-month basis ranged from $7,300 to $29,000; the average was $15,794.

Unlike many child care facilities across the country, high turnover due to low salary levels was not a serious problem at the majority of the campus centers. Twenty-eight percent, however, did report high turnover for that reason.

Faculty Status

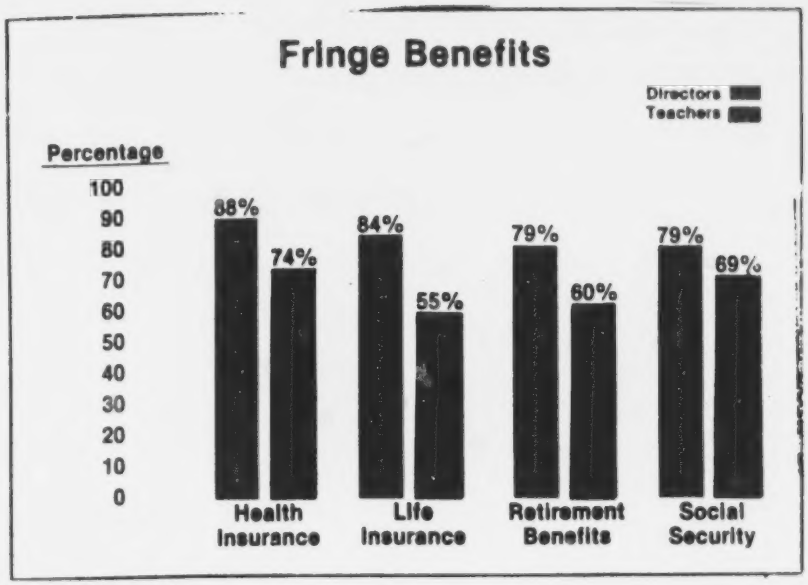
The question of faculty status frequently arises in discussion of campus child care personnel. Therefore, it was important to ask this question in the survey. Both the director and teacher positions were included. Responses indicated that 33 percent of the directors held faculty status (they were working toward or held tenured faculty positions), whereas only six percent of campus child care teachers held faculty status.

Teaching Staff

Who is included as teaching staff in campus child care centers? According to the survey, 91 percent of the centers included paid teaching personnel, with 75 percent employing students part-time. In addition, over half of the centers utilized college students as unpaid assistants or volunteers. Some of these students were assigned as participants to meet the requirements of an academic class; others were student teaching in the child care centers. Over 30 percent of the campus center enjoyed participation by parent or community volunteers.

Fringe Benefits

The graph below shows overall levels of fringe benefits. In every category, more directors than teachers are covered. (See chart on next page)



Administrative Allocation

The study revealed a wide variance in the administrative allocation provided for center directors. Only 13 percent of directors received a full-time (100 percent) administrative allocation. Fifty-two percent of directors had a half-time or less administrative assignment, and 30 percent of the directors received one-quarter or less allocation for this responsibility.

Thirty-nine percent of the directors also had responsibility for teaching young children in the center. On the other hand, approximately 34 percent of the centers had an assistant director for administrative responsibilities in addition to a director.

Conclusion

Conclusions drawn in the study indicate that staffing and compensation patterns in campus child care centers vary widely. These variations in centers are a result of differing state licensing requirements, supply and demand, university personnel policies, and funds available.

Part III

Funding Sources and Services

Campus Contribution

Respondents were asked, "What percentage of the center's total budget is subsidized by the university or college?" Answers varied. Few schools reported that the university provided all of the necessary funds for the center. In contrast, no university support was reported by 43 percent of the participants. Of the 103 centers that received a subsidy from the campus, the mean percentage was 37 percent of their budget.

Space

Most universities contributed buildings providing space for campus child care. In fact, 134 campuses contributed 76 to 100 percent for building space. Only 11.5 percent, or 20 campuses, made no contributions toward building space.

Utilities

Out of the 184 surveys, 129 indicated that from three-fourths to the total amount of utilities was provided by the campus. In contrast, 30 campuses reported that no funds were contributed by the college or university for utilities.

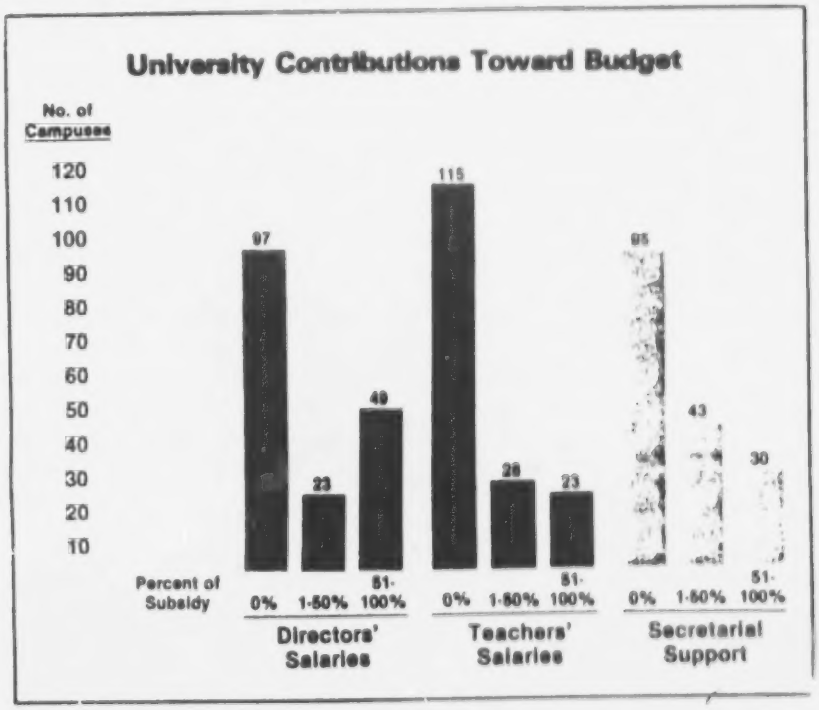
Maintenance

More than half of the campuses (56 percent) provided almost all or all of the building maintenance, while approximately one-fifth of the campuses made no contributions toward building maintenance.

Salaries (See chart)

As was reported in the last issue of **Child Care Center**, directors' salaries were higher than teachers' salaries. On 49 of the campuses, 51 to 100 percent of the director's salary was paid by the university. Twenty three of the campuses contributed up to 50 percent of the salary, while 97 campuses did not contribute any money to the director's salary.

Campuses provided 51 to 100 percent of the teachers' salaries in 23 centers. Up to one-half of the teacher salaries were paid by the college or university on 28 campuses, but in 115 centers, no funds were provided for teacher salaries by the campus.



Secretarial Support

The question was asked: "What contribution does the university or college provide for secretarial support?" Ninety-five centers indicated that no contribution was provided; 43 centers received up to one half of the secretarial support, while 30 centers received 51 to 100 percent toward secretarial support.

Food Service

The type of food service and meals provided to children varied. Almost all centers (97 percent) provided snacks. Lunch was served by 59 percent of the child care centers, and breakfast was provided by 36 percent, whereas the evening meal (supper and dinner), was served by only three percent of the centers.

How is the food provided? Almost two-thirds (62 percent) of center directors reported that food was prepared on the child care center premises. Twenty-six percent of respondents indicated that food was prepared and contracted for by the college food service. Nine centers, or five percent of the survey, reported that the food was prepared and contracted for with an outside agency or business. Another five percent of centers reported that parents prepared the food for meals.

Participation in the United States Department of Agriculture (USDA) food program was not as extensive as the researchers had assumed. Only 78 campus child care centers, 43 percent, participated in this program.

Center Affiliation

More centers affiliate with and report to Student Services or Student Affairs divisions than with any other unit. In fact, 25 percent of centers reported directly to these units. The second most frequently mentioned units were departments or schools of Home Economics, with 13 percent of centers reporting to them. Nine percent of child care centers were affiliated with departments or Schools of Education; seven percent report to Early Childhood Departments, and seven percent report to Child Development and Family Relations Departments. Other units with which campus child care centers were affiliated include auxiliary services, social sciences, vice presidents of administration or business. Furthermore, only three centers reported to their own board of directors.

Summary

Wide variations in funding sources and services occur from center to center across the country on college and university campuses. Many factors contribute to these variations, but none more than the involvement of the university in the child care center. Some campus centers may want to investigate support possibilities as utilized elsewhere.

Conclusions

Based on the data gathered in this nation wide campus child care study, certain patterns emerge.

1. College and universities support director positions more than teacher positions. Faculty status (tenure track) has been given to 33 percent of directors and 6 percent of teachers. Also, directors have better fringe benefits than teachers with 88 percent of directors having health insurance whereas only 73 percent of teachers have this benefit. Seventy campuses supported teacher salaries. In addition, universities pay a higher proportion of director salaries than teacher salaries.

2. In terms of teacher salaries, those teachers paid on a 9-month academic year basis or a 12-month annual basis earn more than those paid on a hourly or weekly basis. Teacher salaries are low, but only 28 percent of centers indicated that turnover problems were due to the low salaries paid.

3. Universities are much more likely to contribute space (89 percent), utilities (83 percent) or maintenance (80 percent) than to any other category of the center budget.

4. Children of students and children of staff are given higher priority for acceptance into campus child care centers than children from the community.

5. The majority of centers are open 9-12 hours (56 1/2 percent) and the second most frequent category was 5 to 8 hours (29 percent) per day.

6. Most campus child care programs are full-day day care (82 percent), half-day day care (61.5 percent) or preschool programs. (72 percent). Only 20 percent of centers offer drop-in care, 13 percent offer evening programs after 6 p.m. and 3.8 percent offer weekend programs.

7. Campus child care centers are rather small, with 61.55 the average number of children a center is licensed to accommodate.

8. The vast majority of centers offer services to children ages 3-6 years, whereas only 30.7 percent offer care for children less than 1 year of age and only 28 percent offer services to children over 6 years of age.

9. The number of children presently on center waiting lists ranges from 0 to 800 with the vast majority of centers having a large number of children waiting to enter. Thus, there is a definite need for campus child care.

10. In terms of teaching staff, 91 percent of centers had all paid teachers, 75 percent had work study/state payroll students as teachers, 66 percent had unpaid student teachers, 60.5 percent had volunteers from academic classes and 31 percent had parent volunteers as teaching staff.

11. Respondents were asked to indicate the educational level of the majority of teachers in their centers. Slightly over half of the centers employed teachers with a bachelor's or master's degree in early childhood education or child development. Ten percent of centers had teachers with bachelor's or master's degrees in other fields. The majority of teachers in 24 percent of campus child care centers only met minimum state requirements for child care teacher certification.

12. Fifty-two percent of directors held master's degrees, 16 percent held doctorates, 22.5 percent held bachelor's degrees and 9 percent held a post-secondary degree of some type.

13. Thirty-two percent of directors had an administrative allocation of over 75 percent time. Forty percent of directors also taught children.

14. Thirty-four percent of centers had an assistant director in addition to the director.

15. Sixty-one percent of centers had been operating for nine or more years.

16. Most food was prepared on site (62 percent).

17. Only 43 percent of centers participated in the USDA food program.

Status of Campus Child Care: Illinois, 1986

Linda J. Corder

During the spring of 1986, the most comprehensive statewide study of campus children's programs to date was conducted in Illinois. The project was designed to obtain information on all pre-kindergarten programs operated on campuses of public community colleges and universities, as well as private higher education institutions throughout the state, and to identify any linkage among programs based on several operational and programmatic characteristics. For institutions which had no program at the time of the study, an attempt was made to ascertain the prior existence of, or future plans for establishing, a children's program on campus. In addition, the study was designed to compare perceptions of chief executive officers (CEOs) and prekindergarten program administrators (PPAs) regarding the relative importance of children's programs in the institution's effort to fulfill its overall academic and service missions.

Summary and Analysis of the Data

Of the eighty-six institutions originally contacted for this study, twelve were public universities, fifty were public community colleges, and twenty-four were private multiple purpose institutions. Eighty-three chief executive officers (96.5 percent) eventually returned their surveys. Based on these surveys, fifty-eight responding institutions (69.9 percent) had at least one program for young children on their campuses in 1986.

A total of eighty-six pre-kindergarten programs were identified and subsequently contacted. Responses were received from seventy-six centers (88.4 percent), of which sixty-eight were appropriate for this study.

Illinois in 1986 reportedly had campus prekindergarten programs which had been established as early as 1917 and as recently as the year of the study. Of these, only 25 percent (seventeen) had been established earlier than 1970. The vast majority were founded in 1970 or after. Thirty-two respondents (47.0 percent) said their programs were sponsored by academic departments, while thirty-one (45.6 percent) indicated that another institutional unit was the primary sponsor. Five centers (7.4 percent) either left this item blank or marked both responses, and thus, could not be categorized.

Twelve public universities accounted for twenty-two prekindergarten programs, of which ten (45.5 percent) were sponsored by academic departments and twelve (54.5 percent) were run by nonacademic units. Within Illinois community colleges, seventeen centers (51.1 percent) were operated in conjunction with academic programs, while sixteen (48.5 percent) were run by other divisions in the college. Private multiple purpose institutions accounted for eight centers, of which five

(62.5 percent) were sponsored by academic units, and three (37.5 percent) were designated as service programs.

The CEO of each institution with no children's program was asked to indicate why it lacked a program. For those institutions which did not have such a program, only one chief executive officer reported that a former program had closed; its focus had been service. Fifteen of the twenty-five campuses which had no children's programs (60.0 percent) had no plans to establish one. Nine chief executive officers (36.0 percent of those with no program) reported that their institutions were planning to start such a program in the next three to five years. None of those institutions had plans for a center with an exclusively academic sponsor. Five (55.6 percent) anticipated establishing a child care center with a service focus, while four (44.4 percent) indicated that future programs would combine service with the academic mission of their institutions.

Campus prekindergarten programs were not seen as unfair competition in their regions, based on responses to four questions. Parental affiliation was required by twenty-two (32.3 percent) of the programs analyzed. Almost double that number, forty-two, reported that enrollment preference was given to children of students. Over two-thirds of all programs reported having children on waiting lists (forty-seven of sixty-eight, 69.1 percent). The average number of children on waiting lists was 30.8 children for each existing center. No complaints, according to prekindergarten program administrators, had been received by any center in the year immediately prior to the study. Based on the information from these responses, there was virtually no indication that campus children's programs provided unfair competition to other child care or preschool programs near college campuses.

Regarding facilities for campus children's programs, twenty-two (32.4 percent) had been designed and built for young children. The majority of centers, forty-six (67.6 percent), were located in space originally designed for some other purpose.

Parental fees generated 50 percent or more of the annual budgets of forty-four centers (64.7 percent). Twenty-three programs (33.8 percent) received less than half of their operating budget from parent fees.

In addition to this general descriptive information, prekindergarten programs on college campuses were compared in a variety of ways. First of all, usable responses were categorized into two groups based on primary sponsorship. For this analysis, thirty-two academic centers were compared with thirty-one programs sponsored by another institutional unit and which had service as a primary focus. When centers were categorized in this manner, identifiable operational and programmatic differences were found in a total of eight items.

Service-oriented centers, in fully half of the cases, required parental affiliation with the institution as a prerequisite to enrolling their children. Centers sponsored by academic departments had no such requirement in over 80 percent of those responding.

There were two significant differences in centers providing programs for toddlers. Service-oriented programs cared for an average of 16.71 toddlers at any one time, while academic programs averaged only 10.53 children. Adult to children ratios were also significantly different as they related to toddlers in these two categories of programs. Academic centers had one adult for an average of 3.88 toddlers, while in programs with a service focus that ratio was six children for each adult.

Regarding all purposes for which various programs existed, academic centers had higher proportions of administrators who listed "research" and "providing continuing education to other child care professionals" than did service-oriented centers. For all other purposes, differences between programs, based on primary sponsorship, were not significant.

There was a significant difference when it came to the one primary purpose for which centers existed. Administrators of programs sponsored by academic departments, in a majority of cases, said that a traditional academic purpose, that is, teaching (46.9 percent), or research (12.5 percent), was primary. None of the directors of service-oriented centers named either purpose as primary. Most of those administrators (72.4 percent) listed service as their primary purpose. The remainder of their responses cited the provision of a good program for young children as primary. This difference was significant at the 0.0001 level of confidence, and was one of the most distinct differences in the entire study.

Regarding funding sources, only one item produced significant differences when programs were compared on the basis of their primary sponsorship. Student government allocations, when given, were much more likely to go to nonacademic centers than to centers run by college academic departments.

Many departments in most colleges and universities placed some college students in campus children's programs, for observation, teaching experience, or participation in research, regardless of institutional sponsorship. In all cases but one, the difference between types of centers in relation to the departments which placed students was insignificant. Home Economics was the one exception, with academic centers reporting significantly more participation by Home Economics students than did service oriented centers.

Aside from these eight salient differences, programs sponsored by academic departments and those with a service focus, sponsored elsewhere in the institution, were remarkably alike. Similar proportions of each type of center received space for little or no rent, were licensed by the State of Illinois, showed the same reliance on parental fees and other funding sources, provided supervision for students from a variety of college classes, and saw their broad purposes of existence in very much the same terms. The same was true for enrollment, attendance and staffing patterns, with the exceptions relative to toddlers mentioned earlier. Even the numbers of research projects conducted and student participants in campus prekindergarten programs did not differ significantly among centers, when the comparisons were based on the academic or nonacademic sponsorship of the program.

Next, centers were compared on their date of founding; those centers founded prior to 1970 and those established in 1970 or later. The year 1970 was selected as the dividing year for two reasons. First, according to the literature, a tremendous upsurge in interest in campus children's program occurred at approximately this time. Second, it was the first year of a decade and as such a logical point of division. With this categorization, there were seventeen programs (25.4 percent) in the first group, established before 1970. Fifty centers (74.6 percent) were founded in 1970 or later.

Significant differences were found in several comparisons when programs were divided based on their year of founding. Ninety percent (forty-five of fifty) of the programs begun in 1970 or later received space on campus for rent amounting to 10 percent or less of their annual operating budgets. Only 64.7 percent (eleven of seventeen) of the centers which had been in existence prior to 1970 had a rental fee that was 10 percent of less of their annual budgets.

Regarding required parental affiliation as a prerequisite for enrollment, centers founded in 1970 or after reported a significantly higher percentage than did centers with a longer history. Sixteen of seventeen (94.1 percent) of the older programs had no requirement for affiliation, while 41.7 percent of the centers founded in 1970 or later did require institutional affiliation on the part of the parent in order for a child to be enrolled. Enrollment preference likewise showed significant differences between these two groups of programs. In this comparison, 70.6 percent of the older centers did not give enrollment preference to children of enrolled college students, while 75.0 percent of the programs established more recently did give some type of enrollment preference to children of students.

The provision of full-time care for toddlers and preschool children was the next area which showed significant differences between centers founded prior to 1970 and those established afterwards. Proportionately more centers which began operation in 1970 or later offered full-time programs for these two age groups than did centers founded prior to 1970.

Regarding purposes of existence, results were significant on two items, when the year of founding was the basis of comparison. Older centers showed a proportionately higher response indicating that research was a purpose. Newer centers founded in 1970 or later showed a significantly higher percentage regarding the provision of service than did the programs which had existed prior to that date.

The designation of primary purpose, likewise, showed differential results. For centers founded prior to 1970, 47.1 percent (eight of seventeen) indicated that providing a good program for children was primary, followed by providing training for teachers and directors. Of those established later, service to parents was named most frequently, in twenty-eight instances (56.0 percent). This was followed by providing teacher training. Primary purpose clearly differed between centers which had been in existence longer than sixteen years and those which were younger.

Prekindergarten programs which had been founded before 1970 showed that more departments, representing a broader spectrum of course content, regularly utilized their centers in conjunction with course requirements, and that students from Speech classes were more likely to participate in these centers than in newer programs. Finally, more research projects were conducted in centers founded prior to 1970, and a higher number of adults participated in these centers on a weekly basis.

Almost two times as many significant differences, fourteen compared with eight, were found when prekindergarten programs were analyzed on the basis of the year of their founding than when they were categorized by their institutional sponsorship.

The type of higher education institution had a great deal to do with the likelihood of finding a prekindergarten program on the campus. Public universities, in all cases, had at least one program, while many had two or three. Two universities had four prekindergarten programs on their campuses. Seventy percent of public community colleges in Illinois had campus children's programs, while half of the participating private institutions had programs for young children.

This analysis was extended to determine if primary sponsorship, academic or service, differed based on the type of institution where the prekindergarten programs were located. The results of this comparison were not significant, as there was no difference in the relative proportions of academic and service centers on the campuses of Illinois public universities, public community colleges, and private multiple-purpose institutions.

Next, data were analyzed to discover if a relationship existed between primary sponsorship of the prekindergarten program and the nature of the geographical area in which the program was found. There was no significant difference based on the proportions of academic and service centers found in rural areas (population under 35,000) and urban areas (population of 35,000 or more).

When the primary focus of each program was compared to the year of its founding, a significant result was obtained. Significantly more service centers (87.1 percent, twenty-seven of thirty) than academic centers (61.3 percent, nineteen of thirty-one usable responses) were founded in 1970 or later. A higher percentage of academic centers were founded prior to 1970. This fact undoubtedly affected some of the results obtained when centers were analyzed in light of one or the other of these two categorizations.

The perceptions of chief executive officers were directly compared with those of prekindergarten program administrators. Each administrator was asked two perception questions. One question asked each of them to rate the relative importance of prekindergarten programs in light of their institution's educational mission. The other asked the same question in regard to the service such programs provided for parents who went to school or worked at the institution. Differences in perceptions were significant for both items, based on the administrative position of the respondent. For both items, directors of prekindergarten programs rated the importance of their programs more highly than did chief executive

officers. Directors of children's programs had a mean of 4.439 on the item regarding educational mission and 4.652 for the service mission. Means for chief executive officers were 3.803 and 4.062, respectively.

This analysis was broken down further in order to see if there were differences in the two types of administrators' perceptions based on the type of institution in which they worked. Chief executive officers' and prekindergarten program administrators' perceptions regarding the importance of campus children's programs relative to educational and service missions, showed no significant interactions with respect to the type of institution in which they worked.

Conclusions

Campus Children's Programs: "Coming" Rather Than "Going"

The first readily apparent conclusion was that in Illinois in 1986, as the literature had indicated, campus prekindergarten programs were increasing. Prior to 1970, only seventeen children's programs had been established within higher education institutions in the state. Since that time, an additional fifty joined those ranks. In other words, nearly three-quarters of the prekindergartend programs existing in the state in 1986 were founded shortly before the study, while the other 25 percent had been in existence for up to sixty years. Of the twenty-five institutions which did not have children's programs on campus, nine chief executive officers indicated that there were plans to build such programs in the three to five years of following this study. Focus for the proposed centers was service (five instances) or service combined with academic goals (four cases).

That fifteen of the twenty-five campuses with no children's programs reported no plans to establish one led to a related conclusion. By 1986, the trend had just about run its course. Campuses which saw value in such a program had plans to establish children's centers. Campuses for which this was unimportant would not, in all probability, make drastic changes in that regard. At any rate, it was concluded that while the numbers of campuses providing campus children's programs was still increasing in 1986, the increase would likely slow, and by the end of the 1980s be stable for a time.

Importance of Campus Children's Programs

Responses of CEOs, as well as those of prekindergarten program administrators, on the perception items supported a related conclusion. There was broad-based recognition of the importance of prekindergarten programs within a higher education context, especially for the opportunities they provided to parents.

Blurring of the Distinctions Between Academic and Service-Oriented Children's Programs

The next conclusion which was drawn from the evidence was that primary sponsorship was not the best way to differentiate between types of campus prekindergarten programs. There were few discernible differences when centers were com-

pared on the basis of formal sponsorship, that is, academic or service orientation. In addition, there were five centers which were excluded from this comparison because their directors could or would not declare a "primary" sponsor.

There were several more distinct differences between centers founded prior to 1970 and those established later. The most obvious, of course, was the provision of children's programs as a service to parents. Full-time care, rather than a half day schedule, was more likely to be found in centers which began operation in response to the increase in nontraditional students who have been found on college campuses since the late 1960s and early 1970s.

Clearly, it could be concluded that most centers founded since 1970 were based on academic considerations, in most ways comparable to their older counterparts. With the exceptions of providing service through full-time program options, and seeing service as primary, newer children's programs were remarkably similar to the longer established ones. Newer centers evidently had taken what had been learned through fifty or sixty years of child development research and put it into practice. Distinctions of previous years -- that campus child care was a babysitting service, while child development laboratories fulfilled traditional academic purposes -- did not hold, at least in Illinois. Newer centers, those designated as service programs as well as those with academic sponsorship, actively participated in the ongoing educational missions of their institutions through supervising activities of college students from a number of academic programs.

Adaptations of Older, Academic Programs

Even though centers established prior to 1970 were more likely to have roots in the academic tradition, there were fewer differences when programs were compared on the basis of sponsorship than on founding date. This led to the conclusion that older centers grounded in the academic tradition had made, during the two decades prior to the study, adaptations to accommodate the same changing student body that the newer centers were founded to serve. They were likely to include service as at least one reason of existence. They also relied just as heavily on parent fees, and a variety of other funding sources, to meet their expenses as did centers specifically established to meet parents' needs.

Child Care on the University of California Campus with Special Focus on the University of California at Davis's Privately Operated Center

Ellen G. White and Kay Jeanne Stockman

Child care at the University of California is characterized by a wide variety of services. Each of the nine campuses has a unique child care program, designed to meet the diverse needs of the student population and the campus community which it serves. Each campus retains considerable autonomy within the system.

The following overview describes UC campuses which have private or alternative child care.

San Diego

The San Diego child care center maintains three facilities with a total of 59 licensed spaces. The total enrollment is 80 children, approximately two-thirds of whom attend full time. The waiting list at the time of our interview was approximately 300 families.

San Diego's center is unique in that faculty and staff have priority for one of the facilities (Tree House).

San Diego is one of three campuses which currently has a private child care facility. The International Cooperative Nursery School is located on San Diego's campus, although it is not officially affiliated with the Child Care Center. This program is licensed for 24 children who are from families of visiting foreign students, university employees, and community families.

Los Angeles

UCLA's child care center consists of one site serving 82 infants, toddlers, preschoolers, and extended day children, and more than 300 satellite day care homes. Besides the child care center, there are a variety of other schools and programs for children on UCLA's campus: a laboratory school serving preschool children, a cooperative nursery school, an elementary school, a preschool, an extended day program at the elementary school facilitated by the child care center, and an infant program serving faculty and staff children in the Psychology Department.

Irvine

Irvine's child care center includes four sites and four facilities. Enrollment totals 124 children, and there is a waiting list of 350. Staff ratios for infants and toddlers are 1:3-5 for preschool 1:4-8 for and extended day. Enrollment priority goes to State Department of Education families, students, and housing residents.

There is a cooperative nursery school located off campus. While it is not directly affiliated with the University, the bookkeeping is done by the Business Manager for Student Affairs as part of the campus outreach program to meet student family needs.

A private center at UC Irvine, which will serve 180 children ages three months through kindergarten, is expected to open in January, 1988. University Montessori of Irvine, a private company, has agreed to operate the center, designed for families of UCI students, faculty, and staff. Tuition costs will be borne solely by the families on a fee for service basis and will be comparable to other day care centers in Irvine--approximately $500 month for infants and toddlers and $350 a month for preschoolers and kindergarteners. The center will serve as a laboratory site for students from several departments. However, the #1 priority will be for child care, and only secondarily to serve as a teaching site for students.

Santa Cruz

The child care center at Santa Cruz enrolls 42, with ratios set at 1:3 for infants and toddlers, 1:6 for preschoolers, and 1:12 for extended day students. Criteria for enrollment are: students and housing residents first, then SDE requirements and age group availability.

The Granary is a private vendor child care operation which is also located on campus. It existed before the University Child Care Center was developed. It is housed in an original farm building and a playground addition was funded by registration fees. The building has been expanded recently to include more children; the remodelling was accomplished with a University loan.

Davis

The laboratory school at the University of California at Davis, unlike the child care centers described on the other eight campuses, is not full-time day care, but half-day programs for children. It is funded primarily with monies from the Department of Applied Behavioral Sciences.

Other campus programs which serve children include a third grade classroom operated by the public school district, a parent cooperative for infants at the law school, a preschool for non-English-speaking children and their mothers, sponsored by the International House and run as a pilot program in the lab school facility, and playgroups which are located in family student housing. None of these programs is affiliated with the university.

The Early Childhood Laboratory enrolls 70 children with a waiting list of 130. Staff ratios, including students, are 1:2-3 for infants and toddlers; 1:4 for preschoolers.

Expansion Needs

Expansion is required to meet today's demand and tomorrow's need for University of California campus child care. Inadequate facilities, lack of space, and

long waiting lists are characteristic. UCLA, for example, has a center enrollment of 82 children and serves a total of 290 children in satellite day-care homes in the community. Nevertheless, this campus reported a waiting list of over 800 families at the time of our survey.

The problem is compounded by the fact that most centers try to provide space for students, faculty, and staff families while available spaces do not meet the needs of even one of groups. UC Berkeley's child care director has stated that 100 extra subsidized spaces would be required merely to meet the needs of student families. At UC Irvine, 289 additional subsidized slots for student families and nearly 150 faculty/staff slots would be required to meet campus needs.

Although additional spaces are needed for every age group, almost every campus review in a 1984-85 survey ranked additional infant/toddler spaces as the primary need.

UC Davis, the sole campus lacking day-care services, had the opportunity to create a model program for a proposed child care facility. A major shift in policy regarding child care by UCD administration opened the way for a university-sponsored day care facility. It seemed most prudent to take advantage of the expertise in program development and management of both directors and administrators from the other campuses, who had long expressed interest and concern for the child care situation at Davis.

Solutions

In an era of diminished financial resources the issue becomes providing high quality care with alternative funding. The solution proposed for Davis, namely, turning over responsibility for program development and management to a private entrepreneur, was a major topic of interest systemwide as a precedent-setting decision. The facility planning committee reported concerns about maintaining university standards of quality control over a private business located on campus.

Funding

A comparison of funding sources shows that most centers rely heavily on State Department of Education funding for low income student families. Lack of state resources to expand these funds limits the number of families which can be served, and prohibits non-recipient campuses, Santa Barbara, San Francisco, and Davis, from applying. Berkeley receives the highest amount of SDE money, over $300,000 per year, because it enrolls the highest number of eligible children.

All campus centers receive some funds from registration fees. Registration fee support is greatest for the Berkeley centers as well, an astonishing total of over $650,000 for the audit year 1984.

Though all centers receive some tuition fees, those with many SDE families generate less. Santa Cruz receives the fewest tuition dollars ($1500 a year), while Santa Barbara and San Francisco rely on this category for approximately 80% of their respective total revenues.

Virtually all centers rely on fundraising to some extent; it forms a significant percent of total funds for UCLA and San Francisco. UCLA generates the highest dollar amount in this category.

All centers receive University subsidies, director or indirect, primarily for land and facilities, but also for clerical, accounting, maintenance, and custodial services. Work study students are utilized on every campus. In addition, more than half the centers receive funding to support the director's wages from other sources.

We have implied that one important reason why campus programs are able to maintain their quality standards (low ratio, high staff wages, reduced staff turnover, developmental programming, and staff training) is because the University provides heavy financial subsidies, though these supports are not always direct nor easily discernible in financial reports. Yet, despite these subsidies, programs struggle for continued University funding (e.g., reg fees); most maintain acceptable but not exceptional environments; the legitimacy of their existence is questioned; cost-effectiveness is continually under scrutiny; and many student families are unable to get services because of limited capacity.

Total revenues for the various centers span a surprising range, from Santa Cruz at $140,785 to Berkeley at $1,125,376. (The ECL at Davis is not really comparable as children attend only 3 hours per day.) Berkeley's numbers are off the scale for most of the income categories; e.g., total revenue is more than double each of the next two larger centers (UCLA and Irvine), although Berkeley's enrollment exceeds that of Irvine by a factor of only 50%. Wages and staff ratios do not differ significantly from Berkeley to other centers. However, Irvine has approximately 15 percent infants and toddlers, while Berkeley's enrollment is close to 60 percent infants and toddlers.

Further similarities among the University child care centers include the continual struggle for funding, giving priority to low-income student parents, and the fact that child care personnel provide high quality service for low recognition. A major reason for turning to private enterprise to meet child care needs on campus has been the lack of other resources for funding.

Moreover, the University is ambivalent about its role in providing for students' child care needs, and has been reluctant to press for funding from traditional sources. Despite these adversities, directors of the child care centers continue to maintain a professional attitude and create innovations to meet changing times and fiscal demands. These dedicated providers are resilient in the face of a politically murky waters climate, and manage to maintain high quality with minimal support.

In planning for the future, virtually all campuses in the system are examining the issue of collective bargaining for faculty and staff regarding child care as part of the University-provided fringe-benefit package.

The majority of centers want to be able to expand services to provide child car for families already on the waiting list as well as those who in the future will need it. For most of these centers such expansion would require extensive

rennovation of present facilities or relocation to a new site. As always, obtaining financing presents formidable obstacles. Despite the systemwide need for increased spaces for infants, the high costs of providing such care discourages centers which are not already providing services to this age group.

Privately Operated Campus Child Care

The inclusion of a large child care center in a developer's proposal for a student housing complex at UC Davis has sidetracked the establishment of a university regulated center to be located directly across the street. The original plan called for 2 facilities which would serve complementary needs. The university requested proposals for the construction of a 200-unit apartment complex (now known as Russell Park) in the inclusion area. Instead of a recreation-room play space for 25 children, as is common practice in other university campus student housing, the developers proposed a 100-slot child care facility within the complex. While the University could have opted to run the child care facility itself, it chose not to assume that responsibility. The proposal included a provision for a local couple who currently own Montessori schools to operate the new facility. This privately-financed and-managed child care center has established a precedent in the system.

In November 1984, we received word about the Russell Park contract at about the same time the Request for Proposal were made available for the proposed University child care center. Strong criticism against the University administration's decision was voiced by three groups.

1. The Child Care Facility Planning Committee felt that their report should have been consulted before a contract was awarded.

2. Community providers were concerned about the results of awarding a child-care contract to a housing developer. In addition, providers noted that findings of recent child care needs surveys showed that the greatest community need is for infant/toddler and extended day care, while the focus of the new center appeared to be for preschoolers.

3. Academic personnel were concerned with issues of quality control and the economics of child care. They doubted that a private entrepreneur could provide high quality care without University subsidy to make child care affordable.

The University's relationship with the center is spelled out in two contracts: a ground lease for the facility and an operating agreement for both the apartment complex and child care center. The first year operating agreement included three alternatives for the University regarding the child care center:

1. The University could recommend renewal;

2. The University could take over operation of the child care center;

3. The University could require the developer to contract with another provider.

Another issue of prime importance as a precedent within the system is that of University evaluation and quality control. The housing director worked with a Russell Park Parent Advisory Council (which was developed as a provision of the university agreement) to design an appropriate instrument. It was distributed to 106 families and the results were compiled for a report to the Chancellor's office.

The results are reported to be positive, though no specific standards or criteria were set up to influence the University's choice of recommendations for the following year, i.e., no specific percentage of positive or negative results were preset to determine the consequences of the assessment. The administration expects to make a subjective determination.

Plans currently exist for a university-affiliated, privately-managed center to parallel the current facility. The remaining ten acres of the inclusion area will be developed as a package to reduce "infrastructure" costs (e.g., water, sewer), and enable the University to contract with a single developer for three projects: an apartment complex of 50-75 units for single graduate students, a child care center, and spaces for five "living groups" (e.g., fraternity, sorority, student co-op).

Requests for Proposals are now out with developers. The pre-qualification screening was set to take place March 9, 1987. Subsequently, four developers who meet the qualifications will be selected to submit a detailed proposal within 90 days. The University will then work on defining the child care provider's relationship with the University. The selected provider will negotiate either a purchase or sublease for the child care facility, and will have a separate contract with the University, which is expected to have more detailed requirements for the child care center facility and operation than was the case for Russell Park.

Issues which must be faced by all of us include developing mechanisms for maintaining high quality standards through University regulated guidelines and liaison, finding sources of administrative and fiscal support, and educating University administrators about the nature of child care and the needs of developmentally appropriate programs.

The University must realize that the mere fact that child care centers are under private management does not mean the University administration will escape liability, responsibility, nor the effects of the centers' reputations.

Universities reflect societal values and attitudes toward child care--a deep ambivalence about the role of working parents and appropriate means of making child care economically feasible. The University of California has not come to terms with the child-care issue and its relevance to the overall purpose of the University. As a result, the University sees the centers as something of a necessary evil, and the centers perceive themselves as stepchildren. This is evidenced

by the fact that the centers have ties to a variety of unrelated University offices, such as housing and parking. The stepchild perception is further reflected by the original use for the buildings in which child care centers are now housed. They are located in what were once sheepherders' cottages, student-housing recreation rooms, subtropical horticulture space, a dormitory for emotionally disturbed youngsters, a post office, and the basement under a hotel restaurant.

Administrators seek information from center directors largely focused on the issue of ensuring a safe environment for children in a center which is politically neutral. In turn, the directors use the issue of liability to educate their administrators about high quality child care.

Private campus child care is another liability issue. All of the administrators with whom we spoke strongly agreed that the University would be liable if anything happened at a children's center on campus, regardless of whether that responsibility is legally valid or not. They felt, therefore, that it was better to have some control over privately-financed and-managed campus child care, than to have only the responsibility.

The issue no longer is whether private child care should exist on campus--we face it now. Child care needs will rise dramatically, especially in the near future, with an increased number of faculty with young children and collective bargaining policies. Finances cannot be expected to increase dramatically to meet the needs nor to cope with the extra burden of expanded benefits, such as COBRA.

Davis's situation has served to make aware of the process and strategies necessary to ensure quality control. The ultimate issue is not private-based vs. University-affiliated, but high quality child care as a reflection of the University. We must be assertive rather than defensive. Our mission as directors of campus-based programs must be to educate the administration, to push for appropriate developmental guidelines for all campus programs, and to support each other.

What's New in Child Care Programs at the University of Wisconsin-Madison?

Mary K. Rouse and Connie Lea Wilson

One of the University of Wisconsin-Madison student families with whom we have had many contacts cites a phenomenon they call "cover mythology" with respect to children and child care in America. Cover mythology is the gap between the rhetoric of government and other institutions such as ours about supporting families, and the actual reality for many of our families who are struggling and in crisis. We want to describe two fledgling programs now in place on the campus which, although they are small, are helping to diminish that gap between rhetoric and reality.

The Child Care Tuition Assistance Program (CCTAP) pays a regulated caregiver direct dollars to help defray the high costs of quality care for low income student families. It was launched in the fall of 1985 and is supported by student fees. The other program is a "drop in" or short-term, flexible-hours center called the Three Wishes Child Care Center which was launched in August 1986 to serve as a surrogate extended family for our students and employees as well as members of the greater Madison community. In fact, most of the families using the Center are students whose low incomes more often than not prevent them from enrolling their children in full-time care.

Before we outline these programs, a few brief remarks about the complexity and diversity of our campus need to be made. Our student body numbers just under 45,000; our employee population is 28,300. A survey released by the University Day Care Committee in the spring of 1983 revealed that our population of children ages birth through the fifth grade among all constituencies is 9,500.[1] On campus property we have several child care centers including a network of family day care homes located in our married student housing complex. However, we have only 300 spaces for full and part-time children in the same age category used in our survey.

Even though there is clearly a need for more spaces for children on campus, especially infants and toddlers, the University Day Care Committee assigned a higher priority to subsidizing student families by paying regulated providers or caregivers based on the 1983 survey and anecdotal feedback from students and staff.[2] Several reasons were cited at the time. The University has had an excellent relationship with the child care providers both on and adjacent to the campus. A program which would preserve parental choice by allowing dollars to be used at any regulated provider would show our support and respect toward the community as well as assist programs financially. Our Office of Student Financial Aids also alerted us to the large amounts of "unmet" need in the financial aid packages they prepare for student families. This is not to say that single students do not also often have shortages in their award packages but that the gaps or shortfalls in student family budgets are always larger. In some cases, student families reach their loan maximums before they finish their junior years.

Approval for the Child Care Assistance Program (CCTAP) was not easy. Student fee dollars, that is a request that each student pay $1.00 per semester to create a pot of money totalling approximately $80,000 was granted by the student committee overseeing its use. The Wisconsin Student Association as well as the Chancellor had to approve CCTAP. Several University offices agreed to cooperate with the registered student organization which had actually applied for this money so that it could be implemented in the fall of 1985. The Office of Student Financial Aids agreed to develop a special application form which could be used by all families to assess their financial needs. Our office, the Dean of Students, took the responsibility for notifying families whether they are eligible and determining how large the award to the regulated provider ought to be, based on their student credit loads. The Office of Business Services volunteered to process the invoices for payment to providers and to issue the checks. The students involved in launching CCTAP have continued to play an important role by getting the program refunded twice and by helping with efforts to publicize it.

CCTAP grants are very small. In academic year 1987-88 the total amount a family may receive each year will be $550, including the summer session. In order to get CCTAP off the ground, we had to demonstrate CCTAP's capacity to help large numbers of families. Regardless of the small sum of money awarded to each family, we are pleased to report that CCTAP has been very well received. An evaluation conducted by an outside agency during the first year of operation was extremely favorable in all respects, with the exception of families needing more funds to pay the high cost of quality care for their youngsters. Let us quote directly from it: "The CCTAP voucher program can be described as working well. Parents were strongest in their agreement with the statement that CCTAP improves a student family's financial position. They also agreed the CCTAP helps student parents study better, relieves student parents' worry about their children's safety and well being, helps employed parents do a better job and helps parents choose better quality care."[3] There has been a dramatic increase in the number of CCTAP applicants from the fall of 1985 as compared with last fall.

If a student family is eligible to receive CCTAP funds, they can purchase child care at the Three Wishes Child Care Center, which is very close to campus. The implementation of this program realizes a long-time dream of the University Day Care Committee, as well as a group of concerned student parents to have high quality, affordable "drop in" or short-term, flexible child care available to all families in the University community. Children ages two to ten can be dropped off at the Center up to fifteen hours per week in two types of situations. An emergency may arise in a family, such as an accident, where child care is critically needed immediately. Alternatively, a family may know several weeks in advance that child care is needed for a few hours. For example, a student may have an exam in Calculus from 4:00 - 5:30 p.m. on a Monday. In either situation, the parent can call Three Wishes to see whether there is a space available for their youngster(s). If there is, the child is scheduled. With traditional caregivers no longer available in most neighborhoods, and with support networks for backup child care either weak or nonexistent, Three Wishes is an extended surrogate family. We do, in fact, have three specific goals or wishes for the program. They are:

1. That parents will feel comfortable leaving their children, knowing they are being well cared for and in a safe environment with experienced and knowledgeable staff, so they can focus all their energies on their jobs or studies.

2. That children placed at the Center will have a wonderful time and enjoy the program while they are there.

3. That our experience will enable us to develop a program model which can be shared with others around the country.

Some traditionally trained child care providers were skeptical that we could establish a high quality program with children coming and going as well as there being so many different children using the program. Although our finances remain fragile, we are pleased to report that parents and children are quite happy with their experiences at Three Wishes. A small survey of parents undertaken late last fall indicated a high degree of satisfaction with it.[4] Flexibility, friendliness and convenience were common threads in their anecdotal comments, in addition to their good feelings about the high quality of care provided.

The nuts and bolts of Three Wishes are straightforward. Any parent who anticipates using it is asked to preregister his or her child and pay a $5.00 non-refundable fee. The primary reason for registration is to introduce both the parent and child to the Center and its staff, so as to lessen the anxiety of all parties when there is a family crisis or some other situation arises where the child will be taken there. We are licensed for seventeen children by the state and under no circumstances ever exceed that maximum. To do otherwise would be to violate the quality dimension of child care which is so important to us as a principle. It is also one of the critical issues parents and others concerned about children are wrestling with across the nation. In fact, we opted to go through the City of Madison child care center certification process, which has much higher standards than the state. We invited the city to scrutinize our program and have already received favorable preliminary reviews. It is expected that we will have certification within the next few months.

The cost to student families using Three Wishes is $1.50 per hour per child; all other parents are charged $2.00 per child per hour unless there is a financial hardship. Sharp focus is placed on the periods of transition for parents and children when they arrive and depart. Children and parents must be welcomed and given time to discuss the child's individual idiosyncracies as well as to be given an opportunity to ask staff about any aspect of the daily program or routines. Parents are required to let staff and children know exactly when they intend to return as well as how they can be reached while they are absent.

As stated earlier, the primary users are students who often are forced to make patchwork quilt arrangements, given their meager incomes. Many families are headed by single parents whose responsibilities are enormous. Foreign students have begun to use the program. They of course are physically separated from their relatives and feel that Three Wishes fills a critical void.

We intend to operate at 65 percent capacity or higher within the next year. Our operating budget is approximately $30,000 per year. If we achieve this goal, we will be self-supporting. Gradual expansion to include evening and weekend care as well as infant and toddler care is anticipated within a few years.

We offer information about either or both of these programs to any of our readers. If we can help others get programs started or receive information from you to improve ours, we will be very pleased. Today's American society is extremely complex. To support and strengthen families by providing quality, affordable child care is always in the forefront of our minds.

Footnotes

[1]University Day Care Committee, Mary K. Rouse, Chair, "University of Wisconsin-Madison Child Care Survey," April 1983.

[2]Ibid.

[3]Levy, Vic, "4 C's (Community Coordinated Child Care) Evaluation of the Child Care Tuition Assistance Program (CCTAP)," January 1986.

[4]Wilson, Connie Lea, "University of Wisconsin-Madison Informal Survey of Parents Using the Three Wishes Child Care Center," November 1986.

Child Care Vendor Program

Stephanie Fanjul and Joan Sanoff

The Early Childhood Department of Wake Technical College operates a unique child care vendor program. With a total operating budget of less than $40,000 per year, the program annually assists with the purchase of over 100 child-care slots and serves an average of 40 students. Three major components make this a particularly effective program:

Purchase of Care has given students the funds to purchase quality child care. When affordability is not an issue, 50 percent of the students upgraded the level of child care they purchased.

Provider Training has offered 600 hours of focused child care provider training to the local community and markedly improved the quality of care in Wake County.

Parent Education has given parents information and skills to become advocates for their children. Parents in the program all reportedly stayed in school thanks to this vendor program, and then generated $51,000 annual Full Time Equivalents for the College.

In the following pages we have reviewed the history of the program, startup and operations. We have also outlined the three major components with specific information about the motivation, process, costs, and benefits of each part.

History

Wake Technical College is a two-year institution and a member of the North Carolina State Community College System. Located in a rural area outside of Raleigh, North Carolina, the college serves approximately 6,000 day and evening students. The college also has a Continuing Education Department that offers a wide variety of courses in the surrounding communities. Students commute to Wake Tech from several other counties.

The Community College System in North Carolina is the primary training source of child care providers in this state. Wake Tech's Early Childhood Department is only four years old but it offers a certificate, a one-year diploma, a two-year associate degree, and numerous continuing education courses. Courses are taught during the days, the evenings, and on weekends when requested by the community. The Wake Tech Early Childhood Department enjoys the respect of both profit and nonprofit child care providers, it is well known as a reliable source of excellent caregivers.

In the fall of 1985, the North Carolina Community College System requested proposals from community colleges interested in a grant from the Carl Perkins Vocational Education Act. The purpose of the grant was to help single parents,

heads of households and homemakers complete their technical training and enter the workforce with marketable skills. Child care was identified as a barrier preventing many of these individuals from starting and completing their education. This group of parents was unable to locate child care that met their needs as students (i.e. flexible hours, evening care). Because practically all of these parents were below the poverty level, they could not afford to pay for quality child care. Frequently they chose unreliable, low-quality care because it was all they could afford. The lack of reliability kept them from attending classes and jeopardized their student status. The grant sought creative approaches with annual budgets of $40,000 to help this student population address its child care problems.

The Early Childhood Department of Wake Tech submitted a proposal in response to the request by the North Carolina Community College System. It was our intention to design a child care vendor program that met student needs as well as improving the quality of child care throughout the entire community. We believe that the most effective way to improve quality is through provider training. The only way to maintain that level of quality is through parent involvement. Parents who know the characteristics of quality child care will insist that providers deliver a service that is good for children. Only parents have the opportunity to monitor a child care program daily. For that reason we designed a child care vendor program with three major components: Purchase of Care, Provider Training, and Parent Education. The North Carolina Community College System has funded Wake Tech's child care vendor program continuously since the first award in November 1985. The college is now applying for its third year of funding.

Start-Up

The Wake Tech Child Care Vendor Program received funding in December 1985; the Child Care Coordinator started purchasing child care in February 1986. Because we were committed to providing the students assistance as soon as possible, the start-up period was particularly intense.

The following tasks were part of the start-up:

1. Identification and recruitment of eligible parent students.

2. Recruitment of potential providers.

3. Placement of children with participating providers.

4. Creating a community awareness to perpetuate the vendor program.

Owing to our accelerated start-up, we used a "shotgun" approach to recruitment of student parents and providers. The college launched a public relations campaign with press releases, brochures, speaking engagements, and in-house memorandums. The Child Care Coordinator contacted all licensed child care providers in the county and requested their support. The local Department of Social Services worked closely with the coordinator to identify student parents and providers, and to assist with the placement of children. Student parents approached

their present child care providers and checked their parent population for Wake Tech students and encouraged them to apply for assistance. As a result of these joint efforts, we were able to start by purchasing 18 slots by February 17, 1986.

Needs Assessment

To prepare for the Child Care Vendor Program. Wake Tech commissioned a child care needs assessment. In December 1985, Workplace Options was contracted to survey the students and assess their child care needs. The survey was distributed through the General Education Department and we received a 41.5 percent response rate. The results indicated that the students had a total of 527 children, 267 of them under five. Fifty-seven of the students responding were single parents. Twenty four percent of those single parent students reported that they would increase their course load if they had child care assistance. These results affirmed the need for child care assistance at Wake Tech.

Operations

The Wake Tech Child Care Vendor Program is managed by a Child Care Coordinator. Head of Early Childhood oversees the operations of the grant and designs training for the participating providers. During the first six months of operation the Child Care Coordinator worked full time in order to get the vendor program set-up and marketed. The Coordinator is now part-time.

The Department Head receives 50 percent release time to assist with the grant, although she spent considerably more time than that during the first six months. In addition to the Department Head's release time, Wake Tech also contributes clerical support, public relations, printing, office, and telephone. Wake Technical College contributes approximately $21,000 in matching funds for support services during each grant year. An advisory Board consisting of volunteer community members offers its advice and support to the Child Care Vendor Program. This eight member board has been actively marketing the program in the community.

Three Components of the Child Care Vendor Program

Purchase of Care

Motivation:

This segment of the vendor program is motivated by the goals of the Carl Perkins Vocational Education Act. Single parent/head of household/homemakers are unable to afford care for their children while they return to school. Without additional training they will not be able to enter the workforce or financially support their children. Funding for child care services will allow them to return to school and, hopefully, complete their education.

Process:

Eligible student parents submit information about their family income and the cost of the child care they are requesting. The Child Care Coordinator determines the amount the Vendor Program will pay based on the student parents' and additional providers' information. Wake Tech purchases care from eligible day care homes, day care centers, and under special circumstances, from individual care providers.

Eligibility of student/parents:

- Full or Part-Time Wake Tech Student

- Single Parent, or
  Head of Household, or
  Married Homemaker returning to the workforce

- Agree to verify class attendance

- Agree to attend parent support group meetings

- Agree to inform Wake Tech immediately if there are any changes in child care, family status, or student status

- Participate in evaluations

- Meet income requirements

Criteria for Participating Providers:

- Sign the Civil Rights Compliance Act

- Sign the North Carolina Day Care Discipline Policy

- Submit monthly attendance records

- Notify Wake Tech if the child(ren) are absent for more than three consecutive days

- Cooperate with a preliminary trainer's assessment of center

- Participate in provider training

Wake Tech enters into a contractual agreement with each provider naming the child to be served, the fee Wake Tech will pay, and the length of time for the contract. At the end of every month, each provider submits attendance sheets certifying that the child was present. Parent students submit forms verifying class attendance. When both forms have been received, Wake Tech issues a check to the provider. In most cases the providers receive payment by the tenth of the month.

Costs:

The average cost of care is $171 per month for full-time and $50 per month for part-time care. 82 percent of care is purchased from centers; the rest is purchased from individuals. (Nursing students who must be at the teaching hospital before 6:00 AM cannot purchase center-based care that early. They are the primary users of individual care.)

Administrative expenses were $40 per child for 1987. There has been a 28 percent reduction in these costs during the second year.

Benefits:

Program evaluations indicate that the funding for child care helped student parents stay in school, helped them increase their course load, and generated additional FTE's for the college.

*100 percent of students surveyed reported the vendor program helped them stay in school. 75 percent increased their course load due to the vendor program.

*Students reported taking a total of 73 additional hours due to the grant.

*According to the Wake Tech registrar the parent students generated $51,000 in annual total value FTE's during the second year of the grant.

Provider Training

This component of the program is unique to Wake Tech. We took advantage of the Early Childhood Department in an attempt to improve the quality of child care in the entire county.

Motivation:

The inclusion of provider training in the Wake Tech program is what makes this a vendor rather than a voucher program. We believe that the student parents would only reap the predicted benefits if the care we purchased was first-rate. The lack of reliability and quality was a major problem for student parents. Unless we required provider training, we could not achieve the goals we set out. We also believe that the only way to improve the quality of a child care provider is through ongoing training.

Process:

The Child Care Coordinator visits every provider to observe an complete a trainer's assessment. This assessment tool helps identify areas of training that would benefit the provider. We discuss our results with teachers and directors and take suggestions for training topics from them.

Training sessions are scheduled for either nap-time (1-3 PM) or for weekends. Participating providers throughout the county host the training sessions. Every hour the provider attends training counts toward their annual training requirement for North Carolina licensure. All sessions are free to participating centers.

Since February 1986 child care providers who are participating in the vendor program have attended over 600 hours of training. The sessions range from "Marketing Strategies" to "Teacher-Made Materials for Two's."

Costs:

There is no cost to the vendor program for the training sessions. The coordinator is responsible for the trainer's assessment visit, identification of training needs, recruitment of child care professionals to conduct the sessions, and locating a site for the sessions.

The Head of the Early Childhood Department actively encourages second-year students to participate as trainers. During the summer quarter, conducting training for other child care professionals is a requirement for one curriculum child development course. These students have tremendous credibility with other child care workers because they are all in the classroom. Our evaluations report successful trainings by these students. The Coordinator, the Department Head, other Early Childhood staff, and community experts have also conducted training sessions.

Benefits:

There are several different benefits to the training component of the vendor program. We anticipated that the providers would attend trainings, but not to the extent that they did--one center reported over 130 hours. That extensive training had a visible effect on the center. We saw better-designed rooms, more detailed lesson plans, child-appropriate activities, more child-directed activities, and more skilled teachers. All of the providers reported that the trainer's assessment and the training sessions were helpful. In addition, Wake Tech earned Continuing Education FTE's for all of the training offered.

We did not anticipate the "ripple effect" our training has had on the parents, their children, or on Wake Tech. Parents reported seeing significant changes in their children: an improved vocabulary, a longer attention span; they seemed happier and more interested. One of the children's pediatricians commented that since the child had been in this child care center he had seen a marked advance in the child's expressive language.

We believe that the training component improved the overall quality of child care offered in all the participating centers and homes. This ripple effect improved the lives of all the children attending those centers.

Another benefit we did not anticipate was the number of providers whose staff enrolled in the Early Childhood Curriculum as a direct result of their exposure to Wake Tech's Vendor Program. The provider evaluation reports providers are now enrolled in 46 hours of training.

Parent Education

Motivation:

A basic assumption of this program is that educated parents demand quality child care. It is particularly important to empower this population of student parents, since their experience has not given them the confidence or the skills to advocate can for their children. We wanted to give them positive experience with advocacy and the information they need to be effective.

Process:

Attendance at the quarterly parent support group meetings is required of all participating students. The meetings focus on educating the parents about quality child care and developing a support network. Parents are given written information and checklists to take with them to their providers. We review their rights as parents, effective ways to advocate for their children, and stages of child development.

The parents also receive a copy of the trainers assessment form after the coordinator has visited the provider. This gives parents specific information about the strengths and weaknesses of their child's program.

Parents have regular access to all the Early Childhood staff and our resource materials. They often stop by to ask a question or get information about their child's development.

Costs:

There were no additional costs related to this component of the vendor program. The Child Care Coordinator convenes all parent support group meetings.

Benefits:

The parent evaluations reported that all the parents found the support group meetings helpful. They felt a sense of commoderie, enjoyed an opportunity to learn about parent rights and provider's obligations, and learned "what day care is supposed to be."

Parents demonstrated a sense of power when they entered the program and were encouraged to locate a child care provider for their child. Half of the students changed their provider and moved their children to a higher quality provider. When we aksed them why, they reported their desire for an educational program that would help their child grow.

On several occasions, parents spoke firmly to providers about legal requirements and program improvements. One parent reported the center to the licensing agency for a health violation.

Summary

The Wake Tech Child Care Vendor Program has accomplished several distinct goals through its three components:

Purchase of care has given students the funds to obtain quality child care.

Provider Training has offered 600 hours of focused child-care provider training to the local community, and markedly improved the quality of care in Wake County.

Parent Education has given parents information and skills to become advocates for their children.

Cooperative Childcare at Stanford:

The Development of a Childcare Resource Center, a Network of Daycare Homes, and a Council on Childcare

Dorothea K. Almond and Phyllis H. Craig

"The history of childcare at Stanford is one of taking advantage of unusual opportunities when the timing seemed right." (Margaret Ann Fidler, Associate Dean of Student Affairs)

Background

Stanford University has provided the base for one of the oldest networks of childcare programs in the country. In addition to five centers which directly serve children and a system of daycare homes, community families are served by two central coordinating agencies. This discussion will describe these two agencies: the Childcare Resource Center and The Council on Childcare.

Childcare Resource Center

Functions of the Childcare Resource Center

One of the Resource Center's jobs is to refer parents to available openings, whether in centers or day-care homes, on or off campus. Lists have been developed of agencies in the larger community. Daycare providers on campus and parents are asked to register with the Center so that they can be matched appropriately. Training of these daycare providers is another function of the resource center consultants.

The consultants are responsive to outside developments in the field of childcare: early childhood education, child abuse, agencies dealing with exceptional children, and parent education. They try to keep abreast of legal changes, and state and federal legislation. In California recently, this meant watching the gyrations of the Latch Key bill over several legislative sessions. When necessary, advice is sought from University lawyers and the San Francisco Childcare Law Center. Center consultants are members of the National Association for the Education of Young Children and its various local chapters, the California Resource and Referral Network, and the National Coalition for Campus Childcare.

An informal but nevertheless important function is to "run interference" and act as liaison between parent groups and the University administration. In spite of the fact that probably more pre-school children are cared for at Stanford than on any other private University campus, ad hoc groups surface regularly, clamoring for care for their children. They write enraged letters to the President, whose

office speeds them down to the Dean of Student Affairs. From there they are passed on to the Center.

A few years ago it was a group of women in the library, all pregnant, who wanted space in the library for their babies. It took considerable time to deal with them, pointing out space and licensing requirements, and consulting with each prospective mother as to appropriate daycare for her individual situation. Recently, an irate letter was sent to the Director of Personnel by the "Staffers" (the association of clerical workers) who were suggesting a new scheme: a set of trailers were to be purchased, one for each office area, to house small children under the care of elderly women who would be glad to take care of the children for a minimum wage. All Stanford needed to do was to supply an office and a person to staff it. This, they thought, would create a system that would be far cheaper than any existing childcare services, which are often called "executive childcare" (unfortunately, with some reason). Reducing the cost of childcare by having it paid for with pre-tax dollars is a project presently being planned by the personnel office. Cafeteria benefits that would include childcare as an option is another project on the drawing board.

Daycare Homes Network

Development

In assessing daycare needs, the consultants found an unregulated daycare system already at work, consisting of graduate student wives from Escondido Village who took care of one or more pre-school children from the campus or from the surrounding community. Gradually, order and standards were created out of this ad hoc system, developing it into a viable network and improving the quality of service over the years. An estimated 150 children are now cared for by this network.

The main supply of daycare providers comes from the large pool of graduate student spouses in Escondido Village. These student families are fortunate in being able to live on campus, in well-designed clusters located in an area of trees and lawns. The clusters are arranged around fairly large playgrounds, an ideal setting for families with young children. Since many graduate student families are in the age range to have pre-school children, they become a great resource for other families who need childcare. Although many of the wives are professionals of one sort or another, they may have difficulty working outside the home because of language or visa problems or because they want to stay home with their babies. They often lead a fairly isolated existence.

Some eighty to a hundred of these women have been organized as daycare providers (including some who live off campus or who have moved out of the Village after graduation). The number fluctuates because an active list only of those women who have spaces available is kept. On an average, each one cares for two to three infants or toddlers, in addition to their own children, full or part-time. In this program, the user family does not have to be affiliated with Stanford, and in fact applicants from all over the area are received. This is due partly to our rich source of supply, partly because the state-supported county information and

referral service located in San Jose has only recently established a phone line to north Santa Clara County, and partly because of the personalized service provided.

Procedures

Each daycare mother who wants to provide childcare has to come in for an extensive interview. She registers on a "yellow card," which asks about expected length of stay at Stanford or in the area, number of own children, experience and preference as to age and time pertaining to childcare. She is given a "Blue Book" that explains the California laws, including how to apply for a license, and offers recommendations about how to set up a healthy, safe, and happy daycare home. Other forms to be completed include:

1. Information as to parents and pediatrician's address and phone number, medical matters, affidavits authorizing trips, etc.

2. Agreement between the parent and daycare mother as to amount and time of payments, arrangements for missed times due to illness or vacations.

3. A consent form concerning "medical treatment of minor." Without this form, no doctor in California can proceed to treat a child without a parent present.

4. Information about liability insurance, quoting the three options allowed by California law.

Understanding these complex forms is an educational experience in itself, especially for those who come in thinking they are simply applying to become "babysitters". The forms are not only for information, but can be used as starting points for dialogue between parents and daycare mothers, of vital importance in this very delicate relationship. It is explained that the applicant does not just take on a child, but the child's parents, and that the daycare mother becomes the professional in this relationship.

The "Blue Book" has sections on age-appropriate materials, lists of suggested activities, and many other helpful items. Shortly after the office interview, one of the Resource Center staff visits the new daycare home. This gives the staff a feeling for the setup and the provider a sense of belonging to a system. Questions are elicited and suggestions made.

After a daycare mother has taken care of a child or two for a period, she is invited to come to a workshop arranged by the Resource Center. Topics range from what to do with toddlers on a rainy day to how to handle difficult parents (especially if they are professors of psychology). There are fortunately many skilled staff people in a university on which to draw.

It is not just the topics which are useful; the workshops have recreational and social benefits, a place for sharing common experiences of tears and laughter. Shy or retiring women who are neighbors often find each other at the workshops and then carry on their interactions in the daytime when they meet at the playground. A toy library is another educational and support device that the Resource Center provides. It contains a lot of wooden blocks, puzzles, and books, instead of the array of plastic toys usually found in the providers' homes. Three double strollers, which make it easier to get toddlers to the playground, are favorite pieces of equipment which are loaned to providers.

The Resource Center keeps in touch with daycare mothers by phone, mainly to inquire about vacancies in the homes but also to find out how things are going. The daycare mother gradually learns to report difficulties with children or friction with parents. This is often difficult for women from other cultures who are less used to our professional counseling system, and who may fell humiliated if everything is not resolved within the family. Building trust is one of the functions of the people at the Resource Center.

We have discovered an effective process in the course of our referring, which often becomes counseling of parents! Many working mothers, especially those with very young children, are reluctant to return to their jobs and to leave their babies in someone else's care. Many are forced to do so for financial reasons.

Council on Childcare

Functions of the Council on Childcare

The Council meets once a quarter, rotating its meetings among the different childcare locations, each respective director taking responsibility for information on agenda and refreshments. At the meetings, directors and parents exchange news of their programs and tell of plans for future activities.

Often it is found that two centers wrestle with the same problem, such as staff privileges within the university (use of library, swimming pools, medical insurance, etc.). The board members can then approach the dean's office together. There is, for instance, a common concern about retirement benefits. This issue has not yet been resolved, since the staff is not employed by Stanford and the individual programs cannot yet afford them. However, buy-in insurance plans through Stanford University are in the works.

Coordination of the annual calendar is another Council challenge. Each program by now has developed certain fundraising events. It would be too bad, indeed, if the Pickle Family Circus, up to now one of the main fundraising events at the Children's Center, were to come to town on the same weekend for which the Bing Fair was planned.

Fundraising has emerged as a vital area needing coordination, especially when foundations are approached. Even though applications are always supposed to be checked by the development office, oversights occur. Lack of checking could lead

to embarrassing and counterproductive appeals. The Council itself, with the help of the Childcare Resource Center, does a certain amount of fundraising for childcare scholarships, which it distributes among the centers--and, most of all, daycare homes, who have no access to outside funding. This is usually done with an annual appeal letter sent to "Friends of Childcare" in the Stanford community and mailed out by the staff of the Chidcare Resource Center.

A second children's center located near the Stanford Medical Center is on the drawing boards. This center will have close to around-the-clock service and less parent participation in the classroom. It will become the function of the Council and the Consultants to prevent any emerging rivalries and to keep communication going, so that all programs, old and new, large and small, can benefit from the experience of the others.

Conclusion

In summary we want to reiterate that the preceding descriptions of the Stanford childcare procedures and programs should be regarded as one possible set of solutions of the childcare challenge. The Childcare Resource Center and the Council on Childcare have been found useful as coordinating agencies. The childcare provider network is a fairly simple and economical solution to the childcare needs of families with infants and toddlers. It can offer more flexible time arrangements than a center, is available for summer conference needs, after-school care, and occasional emergency situations. The various programs listed below give a glimpse of other varieties of programs. New arrangements which have been developed over the years, and program changes adapt to new circumstances. Different campus often require different approaches. But all of them should serve the best interests of the children and families of the campus community.

Children's Center of the Stanford Community

A parent cooperative child care center
Open 7:30 a.m. to 6:00 p.m.
Monday through Friday except University holidays
Craig Infant Program: 1 mo. - 18 mos.
Little Kid's Place: 18 mos. - 3 yrs.
Big Kid's Place: 3 yrs. - 5 yrs.
There is a planned preschool program for the older children.

Escondido Nursery School

Patsy Williams, Director
A parent cooperative nursery school. Stanford graduate students have priority.
Ages: 2.6 - 5 yrs. Older 4's and 5's and kindergarteners in afternoon.
Morning and afternoon sessions. Noon supervision. University calendar. Summer session.

Bing School

Bing is the University's child development laboratory school for research and training. Families need not have a Stanford affiliation. Parenting, infant, toddler programs as well as part-day and extended day nursery school programs. After-kindergarten program also available.

Preschool International

A parent cooperative nursery school. Foreign families have priority.
Ages: 2-4 yrs. 9-12 noon. Extended hours possible.
University schedule. Summer session.

Pepper Tree Afterschool Program

Parent cooperative board.
An afterschool program for children from kindergarten through 3rd grade. Follows Stanford University and Palo Alto School District calendar.*

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*For further information on these extensive services please contact the authors.

A Comprehensive Model for Campus Child Care

Mary Ellen Atwood, Violet E. Tomi, and Jean R. Williams

The University of Akron recognized the need for an observation and participation site on campus for pre-service students in early childhood education and child development during the late 1960s. This paper will examine the evolution of a comprehensive campus child care model and the issues and concerns related to its implementation.

Programmatic and Curricula Models

Nursery School

The University of Akron Nursery Center was established on a theoretical and research base in 1969, with the inception of the half-day nursery school. The theoretical base has been and is eclectic, relying heavily on the work of Piaget (Wadsworth, 1984; Hohmann, Banet, & Weikart, 1979), Smilansky (1968) and Erikson (1969). Since its inception, the center has provided a program model that was not only comprehensive in its programming but also in its service to a diverse multicultural population of children, families, and university students. Over the past 18 years, this common philosophy has been adapted and redirected as the different facets of the model have been implemented.

Hourly Day Care

The center program was expanded in 1972 to include an hourly day care program, providing additional laboratory space for observation and participation by students.

The students were now able to have experience in a half-day nursery school program as well as the hourly day care program. As the hourly day care program expanded from one to three classrooms, the center program was able to serve between 300 and 500 University students a week. The facilities were opened to other departments on campus, in addition to Elementary Education, Home Economics and Family Ecology.

Evening Child Care

In 1975, as a result of a survey by the University Evening Student Council, the evening child care program was added, with the ages of children served expanded to include children through 6th grade. As this developmentally-based program matured and more information became available through research, a club approach was implemented for the evening school-age program (Baden, Genser, Levine & Seligson, 1982). The addition of the evening programs for preschool and school-age children provided an important on campus observation and participation site

for students enrolled in Early Childhood Education, Child Development, and Elementary Education evening courses.

Summer Program

A school-age component was added in the summertime, and the entire summer program format was converted to a Day Camp model. Appropriate themes for each week, special activities, and outings for the children provided a change from their nine-month school experience. Having elementary-age children on campus in the summer has provided exciting opportunities for the Elementary Education students to interact with them.

Full-Day Kindergarten

A full-day kindergarten program model was added in 1980, to provide an on-site observation, participation laboratory for Early Elementary Education students. A certified kindergarten teacher was hired and a developmental readiness curriculum was developed that supported the center's philosophy. The program was based heavily on a Piagetian philosophy relying on concrete experiences without utilizing workbooks or ditto sheets (Wadsworth, 1984; Hohmann, Banet, & Weikart, 1979).

Full-Day Care

The newest addition to the center program is a full-day day care program that opened in the fall of 1986. With the addition of this program, pre-kindergarten University students now have three models for observation and participation: half-day nursery school, hourly day care, and full-day care.

Interdepartmental Linkages

As students are assigned to the center for observation and participation from many departments on campus, it becomes necessary to keep channels of communication open between departments and the center. The center has established close reciprocal relationships with several departments and colleges on campus. Speech and Audiology provides hearing and speech screenings for the children. The College of Nursing students have provided vision screenings and administered the Denver Developmental Screening Test to some children. Special Education has provided educational evaluations for children needing such referral.

Administrative Tasks

The physical environment, like the various components of the program, has changed and expanded. The nursery center opened in three rented preschool classrooms, with space and equipment shared with the church. In 1972, the University purchased the church building and space became available to implement the hourly day care program. Acquiring space in this manner and adapting an old church to meet the needs of a developing program means utilizing various departments on campus in the project.

One of the strengths of The University of Akron's comprehensive model has been that all the facets of the program are located in the same physical facilities. Supplies and equipment can be shared, and supervision of the programs is facilitated. It is easier for University students to participate in the various programs and to make comparisons between models.

Staffing

Administrative staff assignments have to provide for the coordination of the daily center operation, supervision of the credit laboratory students, design and implementation of curriculum for the children, maintaining communication with other departments on campus, and outreach and interaction with the community. It has been necessary to work continually at matching the organizational structure with the program expansion in order to support the comprehensive model.

The center relies on student staff to support the professional staff as assistants in the classrooms, office and kitchen. Each semester the center hires 50 student assistants, 90 percent of whom are financial aid students. These students are not always early childhood education or child development students but come from many disciplines on campus. Ten percent of student assistants are hired on the center budget. The third group of students working in the center are from different disciplines and participate in the center for class credit, gaining experience and knowledge. Because of the varied educational and experiential backgrounds of the students, a well organized, on-going in-service training program is critical. Careful attention must be paid to scheduling the student assistants in the classroom to meet the required adult-child ratio, and to match the specific needs of the children within a given classroom.

As an outreach to the community, the center serves as a vocational education work site for seniors in the high school vocational child care program.

Budgetary

Since its inception, the Nursery Center has been jointly sponsored by the Departments of Elementary Education, and Home Economics and Family Ecology. Administrative responsibility has been split between these two departments as well as some financial assistance. This joint sponsorship has required close cooperation between the two departments and a need on the part of the center administrator to communicate with both departments. As the University students sign up each semester to observe and participate in the center, priority scheduling is given to the students from these two departments.

The majority of the budget has been met by the tuition charged the parents of the children using the center. As the costs of operating a quality center on campus, serving as a credit laboratory, exceed the amount of tuition money, a commitment on the part of the University is needed to provide the required subsidy.

Summary

The benefits of a comprehensive model are greater than the constraints and concerns. However, it is imperative that the administrative model and program philosophy be continually monitored and integrated. As an academic entity, the center serves as an observation and participation site for the University students. The expansion of the center's programs has been based on national research and on the needs of the populations being served. Meeting the requirements of state licensing, national accreditation by NAEYC, the University, Title XX, and the USDA Child Care Food Program requires continued coordination and communication. In-service training of student staff and communication with departments and agencies, as well as the families served by the center, become critical. The needs of the University, the University students, the children, their families and the outside agencies all must be kept in proper balance and perspective. The University of Akron Nursery Center demonstrates the viability of establishing a comprehensive quality child care program as an integral part of an academic setting.

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Child Care at Yale
A Network of Model Approaches

Nancy Close, Carla Horwitz, Mary-Ellen McGuire Schwartz,
Judy Silverman, and Barbara Klein

Overview of Child Care at Yale

Yale University's commitment to day care has grown since the late 60's and early 70's, when a group of students at one of the residential colleges became interested in a dining-hall employee who had no child care for her young child. The students worked to open the Calvin Hill Day Care Center on the campus. The center opened its doors to children of the Yale Community, offering a sliding fee schedule so that all levels of personnel could afford quality child care. Since that time the University has been responsive to employee initiative to establish new day care centers and has been able to provide space rent-free for day care facilities. Today there are six day care centers which occupy space on the Yale campus. The Child Study Center has provided many years of consultative as well as financial support to these centers, which serve over 150 children ranging in age from six weeks to six years. In addition, the Child Study Center offers an undergraduate course in Child Development which is always heavily subscribed. It requires students to do a practicum in one of the day care centers. Directors of the center participate in the teaching of the course and also directly supervise the students' work with the children. Such participation by the entire Yale community in the day care effort has resulted in the development of centers which are quite diverse. Three of these programs will now be described.

Phyllis Bodel Infant Toddler Program

The Phyllis Bodel Infant Toddler Program at the Yale School of Medicine is an on-site day care program for infants and toddlers aged six weeks through three years. The program is located in the medical school dormitory and is open Monday through Friday from 8:00 a.m. until 5:00 p.m.

The Bodel Program was conceived and organized by women faculty and post-doctoral fellows at the Yale School of Medicine in 1979. It was founded to facilitate contact between women in medicine, particularly nursing mothers and their infants. The original size of the program was seven infants, aged six weeks through two years.

In response to the ever increasing need for infant and toddler care, the program expanded to sixteen children in 1985 and to twenty-four children in 1986. The program presently provides care for twenty-six children. Each child is in a home-like setting, an important feature of the program.

The parent group is composed of faculty, postdoctoral fellows, staff and students of the Yale University School of Medicine. In keeping with the center's founding commitment to facilitate parent-infant bonding and attachment, parents play integral role at the Bodal Program. Prior to entry, parents are encouraged to visit the program and to meet with the director to discuss it. Upon entry to the program, parents are required to assist the child in a gradual transition. During this transition, parents are important role models for the caregivers. Parents are also encouraged to visit their children during the day. In addition to parents' interactions with their children and caregivers, parents participate on the Board of Directors and on various committees.

Staff members work closely with the parents to support parent-child attachments and to provide a home-like environment. Each child has a primary caregiver who is responsible for the child's care during the day and for communicating with the parents on a daily basis. Communication between parents and staff throughout the day is important to the program. A constant sharing of information enables the staff to provide consistent home-like care. The staff works to build bridges between home and center. These bridges are reflected in the curriculum through family pictures, home-like activities, conversations, and interactions reinforcing and reflecting home experiences.

The Bodel Program is based upon a knowledge and understanding of developmental theory. Staff training and development takes place on an ongoing basis. Staff meetings are held weekly. Faculty from the Yale Child Study Center periodically consult and conduct workshops for the staff. Important influences in the development of the curriculum include the works of Sally Provence, Erik Erikson, Jean Piaget, and Anna Freud.

An important objective for each child in the program is the development of trust. Trust must be established and developed between the child and the caregiver and the parent and the caregiver. For this reason, the interaction between the parents, the children and the caregivers is at the core of the curriculum. These interactions enhance the development of trust.

In addition to the development of trust, the development of autonomy is an important objective of the program. The needs and interests of the children are met by their caregivers in a highly individualized, supportive program.

The development of values, skills and competencies are encouraged and supported by staff. These include the acquisition of language and communication skills, large and small motor skills, self-confidence, self-esteem, self-expression, cooperation, and creativity.

Edith B. Jackson Child Care Program

The Edith B. Jackson Child Care Program was created in 1972 in response to the needs of women at Yale who found that there were few alternatives for satisfactory care for their young children.

EBJ is open to all members of the New Haven community, with preference given to Yale families. Ours is a family day care model, based on the belief that young children thrive in a family-like setting. We operate seven to eight day care homes, each with a caregiver and four children of mixed ages between one and three and one-half years of age.

All of our homes are within the two blocks of our Toddler Center which is a source of support to the day care homes. All are located in University housing. At the Toddler Center we have three peer groups for the two and three year olds, staffed by two teachers. The children come to the center for several hours each week. The young two's come once a week for two hours, the older two's come twice a week for a total of three and one-half hours and the three's meet two mornings a week. Beginning in the fall of 1986, the three's expanded to three mornings a week.

Children close to four years of age or older attend our Nursery, which is located several miles from our homes, and Toddler Center, at the Yale Child Study Center. The curriculum is flexible and designed to respond to children's interests. Our goal is to help fulfill each individual child's potential for growth at his or her own rate. The group consists of fifteen children and two teachers.

The children can arrive at 8:30 or 9 a.m. and stay until 1 p.m. At that time, some children end their day and others who are in full day care are driven by their teachers back to our Resource Center, where they spend afternoon, with a total of about eight children.

EBJ serves approximately 45 children and continues to provide a unique, family-oriented model of care for young children.

Calvin Hill Day Care Center and Kitty Lustman-Findling Kindergarten

Background

Housed in a converted fire house, the Calvin Hill Day Care Center is a private, non-profit, educational preschool and kindergarten program for children of students, employees, and faculty of Yale University. Named for the former Yale football star Calvin Hill, who had a special interest in the care and education of young children, the center was founded in 1970 by Yale undergraduates. The hope of these students was to make a quality program available to children of University families from all economic levels. In response to a community need, the parents, board of directors, and staff of the center planned, constructed, and opened the new all-day kindergarten on the second floor of the center in the fall of 1983. Named for an early childhood teacher, consultant, founder, and long-standing friend of the center, Kitty Lustman-Findling, the program provides continuity of care in a rich and stimulating environment that supports children in their energetic quest to make knowledge their own.

The staff helps the children to work and play together in an atmosphere which fosters creativity, curiosity, and growing independence. The teachers, with the children's aid, actively organize and maintain the space. Materials and displays are changed frequently. Every attempt is made to provide an interesting and beautiful environment in which the children's work is highly valued and where parents feel welcome and comfortable.

We view the outdoors as an important extension of the indoor experience. We have worked hard to make sure that the children have a place that provides for physical challenge in many areas - running, climbing, sliding, digging, building, riding bikes, and dramatic play. The playground was recently redesigned and reconstructed by a skilled parent, with the cooperation and labor of many other parents and friends of the center. The playground and its equipment will continue to develop over the years. We have a long, enclosed driveway for wheeled toys (bikes, wagons, etc.) Milk crates provide a light and sturdy building material. An active garden strip produces herbs, vegetables, flowers, and grapes. We have a large sand-box and separate water table with a hand pump, as well as wading pools and an outdoor shower and sprinkler for hot days. Walks are an important part of our outdoor activities, and we are fortunate to be able to use Foote School's neighboring field and playground.

Philosophy

Calvin Hill Day Care Center and the Kitty Lustman-Findling Kindergarten aim to serve as a support for entire families, working in partnership with parents to help meet the emotional, social, physical, and intellectual needs of their children. Children are aided in dealing with their own and other's feelings, as well as becoming members of the larger community of the center. The environment is designed to be caring, warm, and responsive. Structure, so reassuring to children, is provided through careful room arrangement, and through rules and routines that have a safe and predictable order. Within the regular daily schedule, children are encouraged and helped to make many individual choices. We believe that children learn best when they are actively engaged in their own play and work. Carefully planned small group and individual activities in art, cooking, music, woodworking, storytelling, movement, math, and science are the vehicles for providing such experiences. Materials and projects are thoughtfully selected so as to be appropriate to the developmental levels of the children, without excessive assistance from staff. Children's individual interests are encouraged and explored through field trips, art, reading, and other activities. The curriculum is rich in opportunities to explore, create, and learn. In addition, parents cooperate to keep us informed of events within the family that my affect children so that the staff can be as understanding, supportive, and helpful as possible.

Our indoor space is divided into informal interest areas for block-building, science, dramatic play, art and messy projects, cooking, woodworking, manipulative and private spaces, active and quiet places. To utilize different levels and to provide for large muscle activity indoors, a loft, constructed several years ago by one of our parents, is a central feature of the day care center.

University Day Care

Current Policy

Yale University adopted a Day Care Policy in the late 70's. It basically states that the University is supportive of employee initiative in starting a new program as long as there is a documented need for such a program, and it will not duplicate existing services. Each center is expected to have its own board of directors and become privately incorporated. The day care policy goes on to state that if appropriate space is available, the University will provide it to the center rent-free.

Current Trends & Future Directions

The Office of the Child Care Coordinator has been financially supported by the Provost's Office since 1984. The office provides advice and information to parents who have child care needs, and serves as a liaison with the six Yale-affiliated child care centers. It offers presentations on child care or various child development issues to members of the University community. During these presentations, such issues as "Choosing Day Care for your Child: How to Assess Quality and Match Programs to Children's Developmental Needs", "Toddler Development", and "Helping your Child Cope with Separation" have been addressed.

In addition to offering information about day care facilities and consulting with existing centers, there are plans to develop several new projects. These plans include developing a day care literature file, assessing the University community's need for day care, and developing a network of day care homes and individual caregivers which will eventually become a referral service for the community. Finally, the Director of the Office will represent the University on the Local 34-University Day Care Committee, which was established following the strike of Yale's Clerical and Technical workers in 1984.

Over the last several years there has been a dramatic increase in the need for day care among Yale students and employees. All six programs have long waiting lists. At present there are approximately 500 Yale affiliated children under five years of age who need day care. The Yale programs only accommodate one-third of these children. While some programs have been able to expand, all of the centers are facing financial difficulties and are constantly confronting the dilemma of how to pay teachers professional wages and keep tuition affordable to people at all levels of the University community. While we have found no easy solutions to this dilemma, we are hoping that, through our consortium of centers, we will develop a more powerful voice for child care at Yale by expanding fund-raising efforts, directing research projects on the effects of day care on children's development and their families' quality of life, and ultimately increasing the University's involvement in day care.

SECTION THREE

Establishment of Campus Child Care Programs

What are the criteria to consider in determining the design for your campus? What are the specific features of a flexible scheduled campus child care center? How do I move from a glimmer of an idea to the actuality of a center? These questions are first addressed, and then followed by some examples of both successful and still struggling start ups.

Campus Child Care Program Models

Jane Thomas

Campus child care centers have evolved in a variety of different ways, as diverse as the many colleges and universities they serve. The form child care takes will depend upon the needs of the campus and the population the center chooses to serve. Some offer limited services, others are broader in scope. This article will describe various program models, and then outline the criteria to consider in determining which model would be most appropriate in a given setting.

The program models will be listed individually, although it is quite feasible to combine two or more of them successfully. For example, a center can offer full-day care for children of college staff who work the calendar year, and also offer flexible scheduling for children of students and faculty during the academic year. Thus, all three populations can be served in one center.

Full-day Child Care

Full-day care reflects a total commitment to the college population. This type of center would be open daily on a calendar year basis, rather than being limited to the academic year. Children of full-time college staff may then utilize the center, as well as children of students and faculty. Child care might also be offered to the community at large or to certain agencies (e.g., hospitals, businesses) either on a space available basis, or by setting aside a certain number of "slots" or spaces for them. This can provide a financial base for the center, ensuring a stable core enrollment, thus allowing the center more flexibility and allowing it to offer other forms of child care in combination with the full-day care.

A center may choose to offer care exclusively on an academic year basis, with the obvious result of excluding those families who need care at times when the college is not in session. This form of center would serve the academic population, mainly students and faculty. Some part-time staff might also be able to use the facility.

It is possible for a center to offer a combination of either calendar year or academic year child care, thus serving a wider range of parental needs. The obvious disadvantage of doing this is the low enrollment and lower cash-flow during times when the college is not in session, and the staffing and budget adjustments this would involve.

Flexible-scheduled Child Care

Flex-time care, as it is called, meets the needs of students and also faculty, both of whom may have different schedules on different days. Some centers have guidelines restricting children to minimum or maximum days per week or hours

per day. It may also be feasible to have a set time each hour when children can be dropped off or picked up, to ensure the least possible disruption of the daily program.

Children in a flex-time center are usually pre-registered for the entire semester or certain days and hours. Many centers have computerized this process, as it can be very complex.

Program and curriculum planning in a flex-time center is more challenging than in a center with more stable enrollment patterns. This necessitates skillful and creative planning, to ensure a quality learning environment for children within a framework where children are arriving or leaving at different times.

Half-day Preschool

Some campus centers include this more traditional setting for young children. Half-day preschool can be a component of a full-day or a flexibly-scheduled center. Some campuses choose to only offer this option. This eliminates the possibility of serving the needs of full-time staff, or those students and faculty whose schedules demand more flexibility.

Offering half-day preschool sessions to others than just those on campus, opening it to the community at large, can serve the purpose of providing a financial base and consistent core of children in a center which also offers flex-time child care to the academic population.

Evening/Weekend Child Care

Most colleges, and particularly the community colleges, have classes which are offered at other that the traditional day-time hours. Often these classes are most heavily attended by the older or returning students, many of whom require child care. Some campus centers have responded to this need by providing evening or weekend child care services.

One of the considerations for this type of model is the ages of the children who will be served. Some campus centers accept children as old as twelve in these programs, requiring materials and activities that are developmentally appropriate for the school-aged child.

Scheduled Drop-in Child Care

On a space-available basis, a center might choose to accept children whose parents need child care only on occasion. Some centers will only accept children on this basis for "extra" time if they are already registered and scheduled on a regular basis. Other centers will accept any child of the appropriate age who is brought to the center. A center can require that arrangements for scheduled drop-in be made twenty-four hours in advance, so that necessary staffing adjustments can be made. Others are more lenient, simply requiring advance notice.

This form of child care can offer much flexibility and peace of mind to the parent who suddenly loses a sitter, or who may need extra study time. It can also be an advantage for the college marketing department to be able to offer such care to registrants of one-or two-day workshops or seminars. Obviously , a center offering this service would need to have space available and flexible staffing potential.

Non-scheduled Drop-in Child Care

Centers which allow parents to simply drop children off at will, need the utmost in flexibility. Planning an appropriate program becomes a real challenge, as does predicting staffing needs and budget. Another problem may be compliance with state or local licensing standards, which may call for a certain child-teacher ratio. These variables would be unpredictable, both on a daily and an hourly basis.

Slots in Community Centers

A college may choose to reserve a certain number of slots or spaces for children in a community child care center, rather than invest the space and money necessary to have a campus center. This is a feasible option for a small college, or for one that has a minimal need for child care. Most community child care centers could provide full-day care or preschool, but might not choose to become involved with the flex-time care which is most desirable for students.

Before and After School Care

A center for school-aged children before and after school can be combined in a center with full-day and/or flex-time care for younger children. Developmentally appropriate activities and materials need to be provided for the older children, along with time in the schedule for doing homework.

An important consideration with this form of care is the availability of suitable transportation to and from local public schools. In some communities, a regular school bus will pickup and drop off children. In others, centers need to provide their own transportation. Rarely can student or working parents take the time to drive their children.

Considerations

Before making a decision about which kind of child care a college will offer, many criteria must be considered and researched. The needs, possibilities, and limitations on a campus have to be carefully assessed. Following are outlined some of the important questions to answer in the process of determining what form a campus child care center will take.

1. What ages of children will be served?

   a. Preschool
   b. Infant/toddler
   c. Kindergarten
   d. School age--before and after school

2. What will the focus be?

   a. Service to students, faculty, staff
   b. Academic practice/training (lab or demonstration school)
   c. Research

3. What populations will be served?

   a. Student-parents
   b. Staff/faculty/administration
   c. Community/community agencies

4. What space is available, where will the facility be located?

   a. On campus, in spare room or building
   b. Space specifically designed and built for children
   c. On or off campus in a house, store front, church, or school

5. What special services might be provided?

   a. Transportation
   b. Care for ill children
   c. Care for special-needs children
   d. Consultants, counselling
   e. Breakfast, hot lunch

6. Who will the governing body be?

   a. Student services
   b. Personnel department
   c. Women's program
   d. Academic department (Early Education, Child Development, Home Economics)
   e. Non-profit agency (governing board might include anyone affected by the program, such as parent, academic department, student, faculty, etc.)
   f. Parent cooperative
   g. For-profit agency or corporation

7. What will the funding sources be?

   a. Fees
   b. College may possibly provide maintenance, facility, utilities, start-up funds, director/coordinator/teacher salary subsidy, sliding scale tuition subsidy
   c. Federal or local funding, food program
   d. Employee, benefit subsidy, optional fringe benefit
   e. Fund raising
   f. Grants
   g. Charitable donations

In most states, child care centers must be licensed and in compliance with state and/or local guidelines. These may include minimum standards for the health and safety of children, guidelines for the education of personnel and child-teacher ratios, as well as requirements for the facility itself. Being thoroughly familiar with the licensing standards for the college's location is an absolute necessity.

Accepting the challenge of providing much needed child care services on today's campus is both exciting and fulfilling. The model chosen will reflect the college population, its needs, and the degree to which possibilities on the campus are explored.

Strategies to Support Flexible Scheduled Centers

Carol R. Keyes

Campus child centers have existed since the turn of the century in a variety of forms. Prior to 1970 the centers were usually traditionally scheduled as part-day or full-day programs. (Greenblatt 1971, Moustakas, 1955) Since 1970 there has been more diversity in the campus child care center design, and flexible-scheduled campus child care centers have begun to appear. (Greenblatt, 1971, Keyes, 1980)

Flexible scheduled centers usually have children who come in and go out at different parts of the day, according to a particular schedule. That schedule is often based on a parent's class schedule, field experience, study schedule, or work schedule. The staff in many flexible-scheduled centers is composed of one or more certified early childhood teachers, students and volunteers, many of whom are untrained in Early Childhood. Although some staff persons stay longer, many staff persons may be there only one semester in conjunction with a course. Some staff persons only work a portion of a day, or only a few days a week. The flexible-scheduled child care centers that follow a college calendar often open and close from two to five times a year, depending on how many semesters there are. In each semester, the centers may have new combinations of children and new combinations of staff, or both. These are unique characteristics, each of which is important to consider in planning a program.

This article will describe the characteristics of flexible-scheduled centers, what they mean for children, staff, and parents, and strategies that take these unique features into account as a program seeks to provide quality care and early education. The strategies have been designed to respect children, support their developmental needs in a complex setting, and provide quality care and early education. The focus of this article is limited to the unique features listed and campus centers in particular, although flexible-scheduled programs have some similarities to all programs that provide child care and early education, and traditionally scheduled programs may have a number of the same characteristics.

Effects of the flexible schedule

Children come in and go out at different parts of the day according to their parent's class, study, or work schedule. As a result, children do not always see the same children. Because they do not always see the same children, it often takes longer to become friends than in a traditionally scheduled center, where children are there all the time together. The following are some strategies to help children develop friendships in such a complicated setting.

1. The children's pictures are posted and name cards are printed and posted on the bulletin board or a wall. They can look at each other, see the name cards printed next to the picture, talk about who is coming today and who is not, and who do they know and not know.

2. Games are specifically planned which use the children's names to assist them in becoming familiar with each other.

3. A staff person is specifically assigned to promote cooperative activities for a few children at a time, as well as promote conversation among the children.

4. Parents are informed that a flexible schedule center is a center where the children, depending on their own schedules, may see different children and adults when they come. Though it may seem obvious, many parents are used to, or have been part of, a traditionally scheduled center, and must be alerted in order to provide their children with the right information as they talk. For example, if parents are not alerted one might say "you'll see Joey today," when it's not Joey's day.

5. Staff must emphasize in their discourse that children or parents come in and out at different times in our center. Parents told that, while flexible schedules are planned, schedules, there may be variations in hours or days depending on the courses a parent takes. One parent may have courses on Monday, Tuesday, and Thursday at 10 a.m. to 2 p.m., while another parent only has courses on Monday and Tuesday. On Thursday, when one child comes, the other child won't be there.

Children often come in after activities have been initiated, and leave while activities are still going on. Because of this, it's important to help them choose an activity or enter a group, as well as disengage at the end of their schedule when parents arrive. One strategy to assist children in those activities is to assign staff persons to specific roles.

Greetings

One teacher greets each child as she arrives. It's important to do that for the children, particularly when the room is humming with activity, or else it is like coming in the middle of a party that's been going full swing. The teacher says "hello" at eye level to the child, speaks to the mother for a moment, and orients the child to what is happening in the room, and what her available choices are. The teacher stays with the child until he or she is ready to engage in an activity.

Warning Time

The same teacher is assigned to warn each child about fifteen minutes before his parents are to come to the center for pickup. This procedure allows a child time to disengage and finish up his activity before his parents come. If a parent comes early, the teacher asks the parents to wait and allow the child to finish up.

The other two persons in the room are assigned as follows. One is the teacher who will work with a few children at a time, doing enriched activities. For example, the teacher may be making playdo or building blocks with a few children at a time.

The other teacher is assigned to work individually with one child at a time, in areas where that child needs support, for example: helping the child learn how to enter a group, or providing special experiences to promote language development. (We rotate assignments so that the teachers have a chance to develop skill in each of the roles, one of our staff development goals.)

Although children come in and depart at different parts of the day on schedule, that schedule may mean that they always come in at two, twelve or four o'clock. For those children who have been there since the early morning, it may be nap time or time for a snack or story. Though children like routine and rituals, we would be remiss if the only experience a child had was snack and story, particularly if the program happens to be his only early childhood experience. It is important to rotate the activities so the children can experience different activities, or at least have a choice, particularly if this is their only experience. They many choose snack, story or rest, but it's important that it be **their** choice. To accommodate to the varying needs of the children and the varying schedules, it's important to study a chart of who is coming and who is leaving, to provide data for planning a rotation of activities. Sometimes activities can be sequenced so that new activities are started in the morning and afternoon from Monday to Wednesday, and the same activities are begun Wednesday afternoon through Friday. The children then have a variety of activities, and all the children who come over the week experience the variety, and some can do it more than once. Some activities can be set up for the whole week all the time. This virtually represents individualized planning in an open classroom, more complicated perhaps because of the varying schedules.

Because children come in and go out at different parts of the day, trips pose more difficulty. In fact, many flexible-scheduled centers plan no trips. Trips can be small trips on or near campus, repeated in small groups over the week, as part of the open classroom framework of the flexible-scheduled program being described.

A wonderful aspect of a campus setting is that-although it's difficult for flexible-scheduled programs to take trips off campus, trips on campus are a natural. Some campuses serve as the outdoor play area, or a nature experience. There is often a post office on campus, where children can buy stamps and a cafeteria to buy snacks, both experiences in economics. There is usually a library for borrowing books, an elevator to ride, animal laboratories in place of visiting a zoo, art galleries and sculptures, theatre, and music. One campus center's special activities on a suburban campus included trips to an art gallery, gym library, trips around campus and the parking lot looking for clues (in the Batman days). Trips for one child care center at a city university included rides on the elevators, computer center courtyard, walk to the rivers, a few at a time, cafeteria, theatre, and an examination of what was happenin on each floor of the building (their environment.)

The children's and adults' schedules in flexible-scheduled campus child care centers may change each semester. It is important to emphasize that this center is a setting where children come to play on schedule, and that the next semester there may be a new schedule. Some children may return at the same time, but often they come at a new time because of their parents' work, class or study schedule. As a result, children may play with new children and adults each semester. In this way, the characteristics of the setting become the expectations shared by parents, children and staff, and children do well when their expectations and the program match.

Goodbye ritual

We say goodbye to everyone each semester and remind the children and staff that we are now friends-but our schedules may be different and we may no longer see each other very often. We tell the children that there will be new children when they return. As the next semester begins, we help make the returning children feel important, and help the new children adjust by pairing a returning child with a new child to help the new child learn the procedures.

The effects on planning and record keeping

The expectations for what the center can do in terms of a child's growth and development must be examined in light of who they are and also their total schedules and how many programs and persons they face.

Children at the center may be new, veterans of two or three years, young, old, children who come every day, children who come rarely, children who come for a long period of time, and children who come for a short period of time. Children may go to another nursery school or kindergarten as well, and children may use only our service. Children who do not know the rules, children who are ready to test the rules, children who are ready to expand the rules, children who are young, who are school age these characteristics are important, and affect the planning for the group.

Planning proceeds on three levels.

1. What are the activities that the children can do alone in the room with only the minimum of adult interaction, mainly supervision? Sometimes there are insufficient adults due to an emergency, or sickness.

2. What activities can be planned to enrich the learning of the children from two and a half to six? For example playdo can be planned for all ages. The youngest child likes to stir and manipulate; the older child can measure and transform and actually make the dough; the oldest child may write a story or a recipe.

3. Who is the particular child and what experiences does that child need in terms of helping that particular child to grow and develop? That planning takes into consideration the age of the child and what

other experiences he or she has had. As noted, some children go to more than one school; others only come for two hours a week.

The daily plans, which include goals, time, how to set up, guidelines for adults, reminders about how a child may participate, and which ones to make sure to include, are posted.

Recordkeeping is detailed as well, and takes into account the changing schedule and changing ages.

1. There are lists posted around the room to record what children do on a daily basis.

2. Anecdotal episodes are recorded by the staff on a regular basis.

3. Diagnostic tasks are planned weekly.

4. There is a needs list prepared for the children.

5. The daily plans include goals, time, how to set up, guidelines for adults, and recommendations for how a child participates. These are all posted, and used to support continuity in the face of changing staff and parents. In this complex setting, it's important to reinforce verbal discussion through written plans, a staff manual, and parent manual.

Characteristics that necessitate serious planning for staff schedules, orientation and training.

1. Because children come in and go out at different parts of the day, there is a more active place at a flexible-scheduled center. In addition, there is really not a time when most of the children seek rest. Some children may be tired, but others may have just come in, causing a more intense pace for the staff. As a result there is a need to have more adults per children in the flexible scheduled center than in a traditionally scheduled center, and it requires extra hands for peak times.

2. The children who attend campus child care may face different adults if their schedules are varied. Because of that, it is important that adults have consistent expectations and behavior.

3. Staff are often students, and sometimes they are less reliable and often untrained. That means that although the affective level of the center may be sound, curriculum activities may be harder to accomplish.

4. When staff only come in a part of the day, they may not always be in tune with the rest of the activity without carefully planned management procedures.

The following are suggested strategies that will support consistent behavior on the part of the adults.

1. We have developed a staff handbook and a procedure manual that discusses philosophy, goals, objectives, desired behavior, characteristics of children that each teacher must read before beginning to work with our children, and while employed at the center.

2. As noted, we do extensive planning and posting of plans.

3. In addition to the daily plans, we post lists of songs children like, indoor and outdoor games, and favorite books as well as the essence of our philosophy about how adults respond to children.

4. We have a fifteen-minute transition time for teachers. A teacher who is just arriving reviews the posted plans, observes what is taking place in the room, checks with the teacher who may be leaving and with the teacher in charge of management about what needs to be done. When that teacher begins to get involved, the teacher leaving completes putting away pictures, writes about the children on index cards before departing from the center.

Thus a staff handbook, extensive training, a fifteen-minute transition period for adults, and an expectation that each person will be skilled enough to fulfill each of the roles described earlier, help us provide quality care and early education in this complex setting.

Campus centers often have many visitors.

Our policy is to have visitors discuss the purpose of their visit with us, and get approval from us for said visit. They then can make an appointment. To assist visitors in having a pleasant but non interfering visit, we have prepared a visitor's handbook that describes our philosophy, goals, objectives, ways to observe, and hints for participation depending on the purpose of their visit. Visitors must read the handbook and materials about the program before observing or interacting.

Parents are students, oftening balancing work, family, and study.

To help parents fulfill their role as partners with us in their limited time:

1. We require that parents to sign their children in and greet us.

2. We invite parents to come for lunch or when they have a break.

3. The teacher who is in charge of monitoring the entries and leave-taking, in addition to warning the child, talks to parents about their children and what they did that day as parents and children are getting ready to leave.

4. We post parent-education information on the bulletin board and prepare a newsletter periodically.

5. We plan conferences in conjunction with parents' schedules, and provide our home telephone numbers when needed.

Summary

As you can see, a flexible-scheduled program has unique features, which are essential to consider when planning the program, i.e. schedule, staffing, curriculum, management, etc. In fact attending to them must be a major part of planning and emphasized to all staff, parents, and children so that the centers can provide quality early childhood care and education.

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How to Start a Campus Child Care Center

Judy Fountain & Pamla Boulton

Stage I - The Beginning; Creating a Climate of Acceptance

As a person who is committed to the concept of adding or expanding child care on your campus, you know what the need is and you are eager to find a creative solution.

The critical first step is creating a climate of acceptance. The reality is that few if any colleges want child care on campus because they like children. Your most important first step is helping others to understand the need, and helping yourself understand how to accomplish your goal. The more you know about the system within which you will need to work and the needs and directions of your campus, the better your chances will be of establishing a child care center which will fit in. Time spent on the steps outlined will pay off. If these steps are neglected, the chance of success is limited.

Seek Information from University Personnel

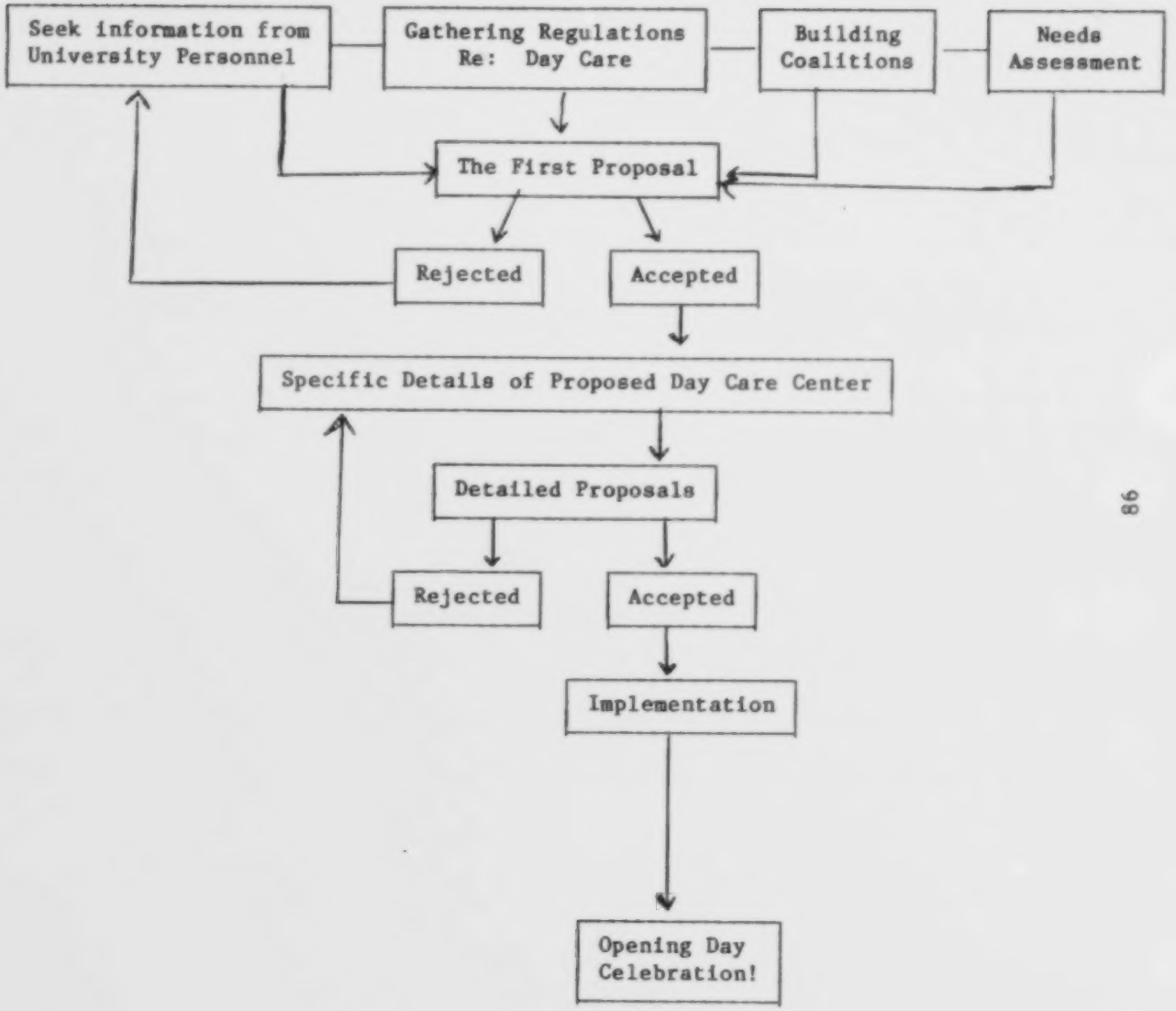
One of the most important first steps is obtaining information and feedback about the idea of a day care center from a broad group of people. This will help you to find new ideas, problem areas, and to start to obtain a group of key supporters.

Who to talk to?
- Key faculty members in areas related to children
- Personnel directors
- Student service directors
- Women's services or studies
- Union representatives
- Board of trustee members who are supportive of children's issues

What to say?
- Share general concepts of child care
- Your interest in project

What to ask about or to listen for?
- Feedback about idea
- Critical suggestions
- Areas of support on campus
- Potential roadblocks
- University budget process; timetable, who does what
- University priorities that would support or conflict with child care
- To whom proposal should be presented
- Names of other people who would be interested
- The kind of university support that might be available

How to Start a Campus Child Care Center



Gathering Regulations Regarding Day Care

There are no national standards or regulations for chid care. Therefore it is necessary to obtain information about your state and local regulations. These are generally administered through either state or local departments of social services or education. These regulations will give you information about required program components. These basic requirements will need to be considered throughout all stages of planning. A local day care center director will be able to identify the local regulatory agencies.

Regulatory or information agencies could include:

1. Building Department
2. State Licensing
3. Local (city or county) licensing department
4. Health Department
5. Fire Department
6. Zoning Boards
7. Department of Education
8. U.S.D.A. Food Program
9. County Welfare
10. Title XX Office
11. Community Co-ordinated Child Care
12. National Association for the Education of Young Children
13. Public Advocacy
14. Information and Referral Services

Building Coalitions

The building of coalitions is a critical step in establishing a campus day care center. During this step, you are seeking groups of individuals inside and outside the university who are able and willing to work with you in this process. These will be groups or individuals who have a professional interest in day care or who have something to gain from the establishment of a day care center. These may include some of the same individuals whom you contacted while gathering information from university personnel. Try to get as many major decision makers as possible. You will be asking these people to:

1. Help write or respond to a proposal.
2. Plan and promote the concept within their constituency.
3. Facilitate contact with key people, including funders.
4. Allow their names to be included on the proposal.

A consequence of establishing and maintaining a coalition is that an original concept may need to be modified to include needs and ideas of members of the coalition. This may appear to weaken a concept, but in fact it increases the chance of implementation, because more people are committed. Child care concepts without broad university support have less chance of acceptance.

Needs Assessments

Once the group needing child care has been targeted, i.e., employees, returning students, or hospital personnel, a needs assessment should be completed. This is required to validate the need to university officials. The assessment should be simple to assure completion, and professional to assure validity. Several suggestions and cautions:

- Use an outside source to assist in preparing the assessment. This could be the statistics department or an Information and Referral Agency.
- Establish a good mechanism to assure a return.
- Word the assessment and/or cover letter in ways that do not promise a day care center.
- A 30-35 percent return rate is needed.
- A positive response to a needs assessment does not guarantee a full center.
- An overly long response can scare administrators.

The First Proposal

Finally, it is time to put all of the information into the first proposal. This must be short, professional, and convincing, and must be written in the language of the audience. The proposal must present the idea of a day care center from the position of solving a university problem, not on the basis of what is good for children. Aspects of the proposal should be:

1. What problem the day care center will address; i.e., attract more non-traditional students.
2. Summary of needs assessment.
3. Information from other colleges and universities.
4. Recommendation for the parameters of program; i.e. possible locations, numbers served, hours, etc.
5. Summary of licensing/legal issues.
6. Preliminary budget, including possible funding sources.
7. Letters of support and names of committee members.
8. Specific request for university support and suggested timetable for decisions.

It is not necessary to have elaborate details in the first report, but information should be available upon request.

Rejected or Accepted

The last step of Stage I is acceptance or rejection of the initial concept. If it is accepted, move on to Stage II. If it is rejected, start back through the process, asking questions which could help in finding out why the proposal was rejected. The answer will usually be that there was not enough money. Well, there never is enough. Find out what programs are funded and why. Try to refocus the proposal, or you may need to wait until university goals refocus.

Stage II - Design for Implementation

After the original concept is approved, the specific details of the proposed day care center must be outlined, incorporating the changes or modifications required. This step includes obtaining a license to operate.

This is an immense project and will need one person to act as full-time co-ordinator. At this point it may be necessary to name an acting director for a minimum of six months to assure co-ordination and planning of all of the details. This can not be done by a committee. Each part of the plan will need approval by many different groups, i.e., building with the building department, or curriculum with the Early Childhood department. A person with training and experience in child care would be the best person for this position. Areas needing detailed plans and policies are:

1. An outline of services to be offered.

    a. Philosophy and objectives
    b. Schedule of children
        1. Fixed schedule
        2. Part-time
        3. Drop-in
        4. Weekend
        5. Evening
        6. Crisis/Emergency care
    c. Ages of children
    d. Calendar year vs. Academic year
    e. Food service or brown bag
    f. Transportation
    g. Summer program
    h. Diaper service
    i. Special classes
    j. Programs for special needs of children
    k. Fee payment and collection

2. Location/Space/Improvement

    a. Obtain all required changes in writing
    b. Request that all changes be validated to an existing code or rule
    c. Parking for parents and staff
    d. Indoor and outdoor large muscle space

3. An application for all necessary licenses or approval by outside agencies

    a. Will take a minimum of six months
    b. Will occur at different times

4. Applications for all possible funding sources

5. Develop a curriculum

6. Identify staffing needs and write job descriptions
   a. Flexible parent schedules require additional staffing
   b. Determine types of employees who will make up a staff child ratios
   c. Part-time student employees enthusiastic, but not consistent
   d. Consider university needs to train students

7. Toys and equipment
   a. $200-300 per child; higher if the child is an infant; for classroom toys and equipment only
   b. Licensing person can recommend equipment

8. Detailed budget
   a. Details of income and expense
   b. Fees per service

During this entire six to twelve month process, all aspects are continually reviewed with the key people and committees who helped prepare the first proposal. Most people or agencies needed to implement the day care center have previously been contacted so that they are prepared to help.

Detailed Proposal and Acceptance

This is the written report of the day care center. It has all the details about the center. It will be used to make the final decision to start the center.

Because of all of the work which leads up to this step, it usually is automatically accepted at this point. If it is not, it may be because the climate has changed at the university and you need to begin again.

Stage III - Implementation

Reports and committees emerge into reality! It is a time when one hundred things need to be done at the same time. These include:

1. Meeting with consultants to set a time line for site preparation
2. Secure the funding established in the proposal
3. Order the equipment
4. Hire and train the staff
5. Advertise/Public Relations
6. Registration of children
7. Expect to take nine to twelve months to fill

Stage IV - Opening Day

Celebrate and say thank you to everyone involved in making the campus day care center a reality. Keep your ties with your committees, consultants, college and community decision makers. Starting a center is just the beginning.

Participatory Programming for a Campus Child Development Facility

Henry Sanoff and Joan Sanoff

The increasing demands for trained child care workers have prompted Wake Technical College to formalize a training program to help fulfill a vital community need. A fundamental component of the Early Childhood program is providing relevant experience for students in a laboratory or practicum setting, where instruction received in the classroom is enhanced by actual experience in working with children.

The children's center is similar in concept to a teaching hospital, in which fulfillment of a major role (instruction) results in the additional benefit of needed community training and demonstration site. In addition to its primary instructional role, the child development center would provide services for students, faculty, and staff with young children.

The Planning Process

Planning for the campus child care center has been developed through a formal needs assessment that has included a five-part approach:

1. Departmental planning
2. Consultation with child care experts
3. Survey of campus child care centers
4. Site visits to other child care facilities; and
5. Campus survey of student child care needs

From the needs assessment process it was ascertained that of the two hundred colleges and universities around the country who are members of the National Coalition of Campus Child Care, 85 percent offer or are affiliated with child care services either on or off campus. The largest population segment served by the centers was children of students, followed by children of faculty, staff, and the community. In 60 percent of the cases, child care was related to an academic department at the institution.

In 1985, a survey of 2000 Wake Technical College students indicated that 50 percent of the respondents showed an interest in a campus child care facility. Respondents reported more than 250 children under their responsibility presently receiving child care, with 32 percent of the students indicating a need for child care in the future. The highest percentage of respondents indicating a need for child care services were full-time students, followed by part-time students.

Early in the planning process, Wake Tech staff members embarked on a program of visitations to other child care operations. The visitation team "walked through" each facility and reported on the basic features of each facility. The walk throughs consisted of interviews with teachers and observations of layout patterns of different facilities. The visits helped to familiarize staff members with the issues they would encounter during the facility development process.

The planning team included representation from the College administration, the staff of the early childhood program, and an architectural consultant.*

The goals generated by the planning team were:

To provide a "state-of-the-art" practicum location for students in the Early Childhood program as well as a service area for students in nursing, psychology, or sociology, secretarial science, and allied health programs;

To respond to community needs for a training facility for the child care community, serving various levels of child care personnel, and including a parent education component;

As an adjunct to its instructional mission, to provide a conveniently located quality preschool program for children of students, faculty, and staff.

Implementation goals for the campus center would be to:

Establish a reputation for providing quality care that would concentrate on fulfilling the physical, social, and intellectual needs of children.

Build a facility that would meet state standards as well as the accreditation of the NAEYC.

Offer a "visible" program that would intertwine with other departments across campus.

Provide a setting that would serve as an extension of the family through parent education which would include a toy lending library.

Basic Facility Considerations

The most important planning decision for the campus child development center is the number of children to be served in one facility. It has been found that the developmental quality of child-care services drops sharply with increases in the number of children served in one building (Kritchevsky et al., 1969). In centers which served over 60 children, major emphasis tended to be placed on rules and routine guidance. Conversely, teacher emphasis on these concerns was found to be significantly lower in smaller centers. Prescott (1975) found that large

centers rarely offered children the experience of participating in wide age-range groups. Mixing of ages in smaller centers offered opportunities for older children to serve as models and enrich the overall play possibilities.

The age groups served by this center would be infants (six weeks to twelve months), toddlers (twelve months to two years), and preschoolers (two to five years). In order to achieve the needed critical mass in each age group, a target number was agreed at a maximum of 75 children.

In addition to the total number of children in a child development center, an adequate amount of space available for children's activities is necessary to insure a quality developmentally-oriented program.

A majority of states require a minimum of 35 square feet of usable play space per child, exclusive of eating, napping, circulation, closed storage, etc. Based on a review of six studies of density and behavior in child-care settings, Prescott and David (1976) recommended to the Federal Government in a commission study a minimum of 40 - 42 square feet of usable floor space per child for Federal Interagency Day Care Requirements. Moore (1978) in conducting interviews as part of his travel research suggests that 40 - 45 square feet per child provides a much more flexible program: options, active, and quiet pursuits happening simultaneously without disturbing each other. The most desirable social environment occurs at a density of 50 square feet per child.

Activity Planning Process

This process consisted of establishing typical activity data sheets for the center (Figure 1)*. Each activity that infants, toddlers, and preschoolers would engage in was identified and detailed in a similar manner by the Early Childhood teaching staff. The two staff members currently teaching in the program identified the goals for each activity, the space requirements, and the visual and acoustic requirements. Since the planning of a child development center reflects a particular ideology about child development, a space planning process was organized to engage the teaching staff in layout decisions. Graphic symbols were developed to correspond with each of the children's activities (Figure 2). Based on space requirements of 50 square feet per child, scenarios were developed that constrained the number of activity choices based on area requirements. These scenarios permitted the staff to determine which activity areas would be fixed for different age groups. This process of determining appropriate adjacencies between activity areas helped to clarify considerations of visual and acoustic privacy between activities and age groups. It also provided a conceptual understanding of spatial organization and spatial planning which would be more effective in evaluating architectural alternatives.

The teaching staff worked on the spatial layout for different age groups beginning with the infants, the toddlers, and the preschoolers. Together they outlined the flow process, from entering the facility to greeting the child, by the manipulation of the symbols. When group members agreed to a set of relation-

*Figures appear at the end of the article.

ships, they glued the symbols to the base, thus representing their decision. The architect then constructed scale models corresponding to the flow patterns for different age groups, of each of the areas of the facility. This second stage of the process permitted the teaching staff to reconsider their earlier decisions when they saw the conflicts that arose as their decisions took a more concrete form.

Although the three models included information such as furniture and equipment that was not a result of the symbol diagrams, the parts were all movable and easily manipulated by the staff members. The activity data sheets provided a ready reference as the modifications were made to the model. When agreement as to the best classroom arrangement was reached, the form diagrams corresponding to each activity area were organized to reflect the changes (Figure 3). Although abstract in nature, the diagrams permitted the staff members to gain a clear conceptual understanding of all activity relationships in order for them to effectively evaluate the forthcoming building concepts.

In a similar manner, a process was developed to explore the relationship of the parts to the whole. Each of the facility's primary activities were identified and listed by the staff and designer. The list contained all the basic areas for the children's center, beginning at the "drop-off" and including the children's protected outdoor area.

The list was organized into a diagram or matrix where staff members made decisions about the location of the parts of the facility (Figure 4). The activities generated from the analysis of the children's flow processes, which tracked the different age groups through the facility, were rated on the basis of privacy and closeness or proximity to each other. This diagram guided the development of the building plans though staff members found difficulty in responding to the spatial implications of plan drawings. While they could follow the organization of the plan, they could not visualize how the "two dimensional boxes" might appear. The continual reference to scale models and perspective drawings enabled the staff to effectively contribute to the design development stage of the building process.

The process embarked upon by the staff and the architect is clearly a departure from the traditional approach to facility development. The architect provided a clear structure which enabled the child development staff to lend their expertise to the initial programming stages of the process. Using activity data sheets, activity symbols, and form diagrams permitted the architect to integrate the knowledge about children's behavior and requirements into a format that was conducive to making space planning decisions.

Involving the expertise of the staff in this guided process helped them to see linkages between child development goals and the types of places where these goals could be fulfilled. Their continual involvement in the process of designing the building encouraged the exchange of ideas and concepts with the architect, which facilitated the staff's ability to be effective design team members.

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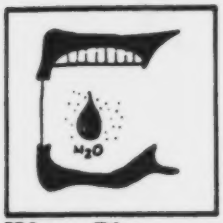
*The architectural team included Henry Sanoff, AIA, and Jim Utley.

Preschool



Water Play
Sand

Water and sand are both flexible materials and offer a wide variety of learning experiences for preschool children. Pouring, measuring, and coloring are just a few ways these can be used for tools of learning. Floating toys, blowing bubbles and mixing water with other mediums to create objects all develop hand-eye coordination. Building in wet sand teaches children about its unique qualities. The area is designed specifically for this type of particular activity and able to accommodate up to four children comfortably with provisions for individual play.

Objectives

Sensory and concept development
Opportunity for soothing/active play
Socialization, Visual-motor skill development

Equipment

	Storage	
	Open	Closed
Water table with drain and cover	•	
Water play toys and manipulatives	•	
Water proof smocks	•	
Towels and floor protection	•	
Vertical display for concept development		
Container for sand		

Notes

Natural lighting
Well ventilated

100 square feet

Acoustical level-Moderate
Visual access to other areas

Figure 1. Typical Activity Data Sheet

Infant

Figure 2. Graphic Symbols Used to Organize the Infant Area

Figure 3. Form diagrams showing the relationship between activity centers in the infant area

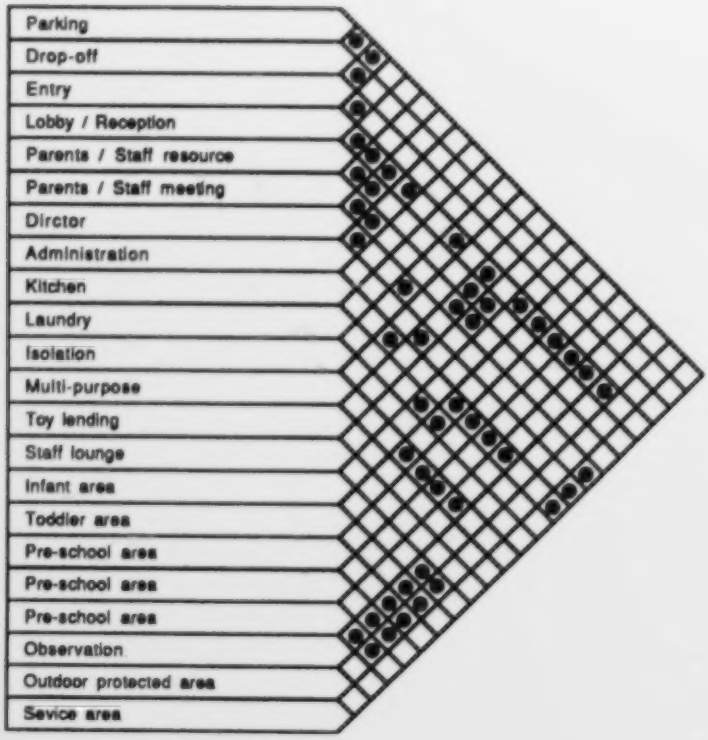


Figure 4. Matrix of relationships between all parts of the children's facility

Combining Resources Through a Child Care Consortium

Robert Doan and Jeannie Kaufman

The need for a child care facility on the campus of Indiana University - Purdue University at Fort Wayne became apparent when a large group of nontraditional students voiced such a need. Nontraditional students, mostly married and many with children, claimed no return on their "activities fees" attached to the tuition costs. Instead of attending rock concerts, dances, and ball games, these students requested assistance in caring for their children during class and study time.

The Dean of Students responded positively. The date was 1970 and by 1971 a child care facility was "In place" on campus. A board of directors consisting of faculty and students set forth policies and regulations. Although the physical facility was a temporary, portable building, it was new, clean, and attractive. The cost to students was minimal, as the budget was supplemented from Student Government Association by $10,000 yearly.

As the child care facility grew in popularity, space became an issue. Additional facilities on campus were not available. Nearby, however, was a motel which had been purchased by the state to house staff members of the Fort Wayne Developmental Center, a residential institution for mentally retarded adults. The administrators of the two state-supported institutions, the University and the Developmental Center, agreed to convert the motel into an expanded day care facility. The move was made. The day care center was now off campus, but very close by. Much more space was now available, although separated into smaller rooms. This created a need for more adults as caregivers, but additional staff meant higher costs for users. At this time, only faculty, staff, and students of the university were eligible users of the facility.

In 1980, the chief administrator of the Developmental Center acknowledged his staff's need to utilize the motel for housing. He conferred with the University officials, proposing that space on the Developmental Center campus be used to house the child care facility. However, no adequate space was identified; therefore, no site change was possible at that time.

By 1983, at another location also adjacent to the university campus, another state-supported school, Indiana Vocational and Technical College (Ivy Tech), initiated a one-year child care certificate for adults wishing to work as child care associates. This program included an on-site internship for the participants and just down the street was the University Child Care Center, an ideal location.

This cooperative arrangement continued for the next three years. The consortium was not complete, however. At this point (1) the University operated the child care center and made it available to the university community, (2) the Developmental Center provided the "motel" site, and (3) Ivy Tech provided student workers.

Early in 1986, the three institutions met to discuss the present conditions of the Facility and consider expanded possibilities. The Developmental Center had constructed and was now offering new housing for the Facility, and so it happened: a truly operational consortium with three quite different state-supported institutions joining resources to create a quality child care facility. Now (1) the university staffed, managed, and fiscally operated the Consortium, (2) the Developmental Center supplied housing - new and expansive - and maintenance for the Consortium, and (3) Ivy Tech utilized the Consortium and supplied 17 student workers.

The Consortium could now offer quality care for children from all three communities at very low rates because three institutions identified their needs and their resources. Working together, these three institutions have pioneered pathways to quality care for the nation's greatest resource--its children.

Organizing And Setting Up A Campus Child Development Center

Sue Shirah and Thomas W. Hewitt

Introduction

Before the creation of the Child Development Center, a serious and severely limiting problem existed at the University of south Alabama, in that there were no on-campus facilities in the Department of Elementary-Early Childhood Education for clinical observation and training of students in pre-school experiences. Students had to be sent to commercial centers for their field experiences at the preschool level. This was a detriment to students enrolled in the early childhood program as well as to the children of the University population whose needs were not recognized. Analysis of enrollments and follow-up of students in the Department of Early Childhood Education indicated a number of transfers to programs in other colleges and universities in other cities having early childhood education centers.

Federal funds were requested and obtained through Title III of the Department of Education to provide the initial equipment necessary to open an early childhood education center, to hire a director, to develop a curriculum to meet the unique needs of children and students from South Alabama, and to design and implement a rigorous and thorough on-going evaluation system. The Child Development Center (CDC) created with these funds, and with the cooperation of the University of South Alabama, provides a professional child care facility with a modern, responsive educational program. This facility is used for testing and research as well, since research and testing form the nucleus of an evaluation and improvement plan for any curriculum.

Priority for placement is given to children within the University community, with special attention to children of minority, underprepared, and working single-heads of households. The fee structure is kept competitive with that of other child care facilities in the area. This ensures that the fees will not preclude enrollment of children of low-income parents on the one hand, and yet be adequate to guarantee self-sufficiency after four years of operation.

A Conceptual Focus

The planning for the Child Development Center was long and inclusive. Faculty from the Early Childhood Teacher Education Program met together with other education faculty and selected faculty from other colleges with expertise in child development, psychology, minority affairs, finance, food services, and evaluation design. Opinions of community leaders in local day care were solicited and incorporated in the planning.

Initially, meetings were unstructured and often involved friction as "pet ideas" were sacrificed. Gradually, agreement was reached as the reality of "real world" finances and limitations became clear. Over time, the decision formed a conceptual structure for a center reflecting needs of the University Community. The key elements in that conceptualization are these:

1. The curriculum is chronological-developmental to enhance the strong sense of family shown by young children.

2. Stress is placed upon the effective development of each child's self-esteem as a unique and valuable individual.

3. Nutrition is critical and lunches are served that meet the guidelines established by the USDA. The curriculum also addresses the food groups and benefits of proper nutrition.

4. The fee structure is kept equal to but not competitive with the local child care centers. Each year the budget is reviewed by the fiscal officer of the University to ensure its adequacy. Fees do not exceed those charged by other quality child care facilities.

5. The center will use a lead teacher, teaching team concepts. The lead teacher is responsible for the conduct of the curriculum under the supervision of the director and coordinator, a team of qualified teacher aides.

6. The director has overall coordinating and management responsibility. The operation of the Center for administration of the units and handling all files, preparing copies, and general business matter, is carried on by the Management Coordinator under the director's supervision.

7. Parents are an integral part of the planning and program direction for the Center. They are included in a Parent Advisory Board, meet regularly with staff, and assist in the Center activities.

Although the above structure leaves unattended many minor, yet important, operational issues for the Center, these guidelines provided a framework for operational-programmatic planning as the center and its program evolved.

Timelines for Development

Following funding, development of the Child Development Center programs is occurring in the following phases:

Phase I (completed)	October, 1985 - September, 1986: Planning for Center; Renovation of Preschool and Office Buildings; Pilot Program for Preschool

Phase II (in progress)	October, 1986 - September, 1987: Implementation of the Preschool Programs for children ages two through four; Planning and Renovation of Facilities for Infant-Toddler Care; Summer School Pilot Program for Infant-Toddler Center
Phase III	October, 1987 - September, 1988: Implementation of Infant Care; Planning for Special Needs Children; Planning for Accreditation by NAEYC; Continued Refinement and Extension of all Programs
Phase IV	October, 1988 - September, 1989: Implementation of Special Needs Program; Accreditation of Programs by the National Academy of Early Childhood Programs Completed; Fiscal Self-Sufficiency Achieved

Overview Of Completed Events

A. Phase I 1985-1986

During 1985-1986 the objectives for the first year were met in the following manner:

1. Dr. Sue Caraway, Director and Dr. Thomas W. Hewitt, Project Coordinator, met with the University Space Committee in January, 1986, to secured space for the facility. An area in the Hillsdale Student Housing area was designated as a site. Help from the Engineering Department was secured in designing renovations to three houses located within the married students' housing complex of the University. Guidelines from National Association for Education of Young Children (NAEYC), the Child Welfare League of America, the Department of Human Resources of the State of Alabama, and all local and state codes and regulations were followed in designing the physical space needs of the Center. Renovations to the facility were completed during the summer of 1986.

2. Necessary equipment to meet minimum standards of accrediting bodies and local and state agencies were secured by the Center Director.

3. Because one state agency does not license another in the State of Alabama, it was unnecessary to obtain licensing. All guidelines were nevertheless followed and approval of our facility was sought by all agencies involved.

4. A needs analysis survey of the student body and the faculty and staff of each department was conducted by the Center Director and the Student Government Association (SGA) during the Winter Quarter, 1986. Based on results of this needs analysis, it was determined that the Child Development Center would easily reach a maximum capacity of forty children during 1986-1987. The needs analysis

indicated that children of minority, underprepared, and working single-heads of households would be well represented.

The care of infants for students attending classes was an extremely important concern addressed in this survey. Quality infant care is expensive and difficult to implement, therefore, the decision was made by the Director and the Advisory Board to delay the start of infant care until the third phase of the project, 1987-1988.

5. A Child Development Center Advisory Board consisting of representatives from the Colleges of Medicine, Education, Allied Health, Continuing Education, the Student Government Association (SGA), and the Gulf Coast Day Care Association was established and initially met in December, 1985. Further meetings were held throughout the start-up year as needed. The advisory board will continue to meet semi-annually following the first year.

   Matters of concern specifically relating to maintaining the health of preschool children in the day care setting were addressed by this group. Working policies regarding future meetings to assist the facility design, curriculum planning, and policy development were set. Management system priorities for the Child Development Center were established.

6. The Director of Food Services for the University of South Alabama was contacted during January, 1986, and nutrition schedules and feeding requirements including clean up and transportation of food were discussed. Meals and/or snacks were planned to meet nutritional requirements as recommended by the Child Care Food CareProgram of the U.S. Department of Agriculture in proportion to the amount of time each child is in the program each day.

7. Illustrative brochures describing the Child Development Center were planned by the director and advisory board and made available. Additionally, public relations for the Center was addressed through interviews and articles appearing in the student newspaper and the local papers.

8. Staffing needs were identified and job descriptions written. The position of lead teacher was advertised and filled in May, 1986. When hired, the lead teacher assumed responsibilities for completing curricular materials orders which were begun by Dr. Caraway. The lead teacher was also responsible for the orientation of instructional aides in preparation for start-up.

   The lead teacher is now joined by a graduate teaching assistant from the Department of Early Childhood Education, a full-time teaching assistant, and two aides. Procedures have been established for the hiring of personnel for future programs as needed. Such personnel are paid out of tuition generated by the Child Development Center.

9. Hours of operation were based on the results of the needs analysis of the student body (see implementation strategy 4, above).

10. The Director of the Center, with help from the faculty of the Department of Elementary-Early Childhood Education, designed the curriculum components for the Child Development Center. Various members of the faculty aided in the ordering of curricular materials designed specifically for the Early Childhood Program of learning.

11. Appropriate faculty with the help of the director and lead teacher designed the training program for early childhood students to include practicum experiences in the Center. Other University Departments, especially Nursing, have their students engaged in practicums involving the Center.

12. The Title III Coordinator developed a systems for collection and submission of Title III funds. Expenditures relating to the operation of the Center are cleared through the coordinator by the center director.

    In the spring of 1986, the Center director met with the finance department of the University to develop a system for collection of fees and dispersement of expenditures relating to the Center but unrelated to Title III in order to assure a sound fiscal foundation for the Center.

13. During the Summer Quarter of 1986, the Center opened a pilot program with ten students.

Phase II, 1986-1987

Operations during the second year are limited to meeting childcare and child development needs of the children of students, staff and faculty of the University. During the first quarter of full operations (fall, 1986) thirty-nine preschool children were enrolled in the morning, afternoon or full-day programs. Average attendance was thirty during the busiest part of the University day (i.e., 7:30 a.m. - 2:30 p.m.). Over the next two years, the Center will expand programs to accommodate 60+ children. Utilizing CDC space to sponsor additional tutoring programs and providing help to special needs children and/or afterschool care may be offered.

Statistical profiles for each quarter are part of the CDC management and evaluation process. Statistics gathered during Fall Quarter, 1986, show that the Center's largest number of clients are students and further reflect the following:

. Thirty-two of the children (82 percent) were children of students;

. Five of the children (12.8 percent) were from minority or international families;

- Seven of the mothers (18 percent) were single and maintained their households alone;

- 25 percent of the families who returned income information surveys earned less than $14,304 per year (interpolated figures based on family of four)

- 14 percent of the remaining families earn less than $20,350 per year (based on family of four)

The Child Development Center meets a need to serve as a model program in preschool education for the Gulf Coast and Greater Mobile area. During Phase II, objectives relating to extending services as a model center (i.e., outreach inservice and parenting training) as well as planning for special needs of infants and toddlers are being reached.

Anticipated Events

Phase III, 1987-1988

As a model program and a public institution, the Child Development Center needs to develop programs and adjust facilities to meet the needs of children with moderate handicaps. During Phase III, 1987-1988, special attention will be given to the development of such programs and facilities. The Department of Special Education, Nursing, and Medicine of the University of South Alabama will provide expertise in the planning of modifications to the program or facilities.Guidelines to be used by day care facilities in modifying Programs and facilities for inclusion of special needs children will be followed. The Developmental Behavior Clinic sponsored by the College of Medicine will provide multi-disciplinary evaluations for the children referred to them through the CDC.

During renovations to the buildings, attention was given to the inclusion of ramps and doors to facilitate wheelchairs. With minor additional modifications to facilities and playground, and the addition of a teaching assistant, three to five special learners can be accommodated.

Phase IV, 1988-1989

Special care has been taken during the establishment of the Child Development Center to follow the Guide to Accreditation for the National Association for the Education of Young Children. During Phase IV of the project term (1988-1989), accreditation through this agency will be sought.

All aspects of the Center activities, including management, records, curriculum, and program are involved in this process.

During Phase IV, self-sufficiency will be determined by the fiscal soundness of program operations and the rapport that has been established throughout the university community. All programs, including the special needs program, should

be in place and operating smoothly. Administrative policies and procedures should continue to be maintained efficiently. Community outreach programs as well as in-service and parental training will become a reality, enabling the CDC to further its role as a model childcare program.

"Creating Something From Nothing": The Struggle to Create a University Child Care Center without University Financial Support

Phyllis H. Raabe and Alma Young

Efforts to develop an on-campus child care center at the University of New Orleans began in the early 1970's. Administrative opposition negated the first initiatives, while the resignation of a supportive Chancellor in the early 1980's ended a second phase. By the fall of 1985, the majority of UNO students were "nontraditional" (female and over twenty-two), and members of the UNO Association for Women renewed the effort to create an on-campus Center.

Unfortunately, this renewed effort coincided with the decline of oil and gas revenues in Louisiana, which have been main supports of educational funding of state Universities. Although the development of an on-campus child care center gained the administrative endorsements, among others, of the provost and the Vice-Chancellors of Business Affairs and Student Affairs, university financial support was unavailable in a time of budget cuts.

Appointed by the provost as an official university committee (Academic Affairs Ad Hoc Committee on UNO Childcare), the Committee began its first step: updating the interests and needs of the UNO faculty, staff, and students in the services of an on-campus child care center. After conducting a fall 1985 survey which demonstrated significant interest in such a facility, the Committee created four subcommittees to begin initial research and planning; Services and Staff, Legal Questions and Insurance, Financing, and Physical Location. Subcommittee members included the SGA President and administrators, faculty, and staff, who were largely recruited from those indicating a willingness to help develop a center on the needs assessment survey.

Since the university lacked funds to employ consultants, the available alternative was to use university expertise and "people power" to initiate plans. During this time frame, the committee joined the National Coalition For Campus Child Care and benefited from the advice of a local NCCCC board member and from the NCCCC publication: "How To Start A Campus Child Care Center." However, our necessary use of campus volunteer expertise for preliminary and also more detailed planning strikingly contrasted with the publication's advice not to use a committee, but to employ a full-time coordinator for such planning.

The Subcommittee on Legal Questions and Insurance was able to report State licensing requirements and insurance options, while the Subcommittee on Services and Staff developed viable recommendations on curriculum, classes, hours of operation and staff/child ratios. However, the Committee and its Subcommittees found themselves wanting ready answers to the following questions:

1. What are the sizes and natures of child care centers at other, urban universities comparable to the University of New Orleans?

2. What are various sources of start-up financing used by campus child care centers, and what are their advantages and disadvantages (bank loans? cooperative Bank loans? private developer and lease-back? other?)?

3. What are the different organizational models of campus centers and their respective advantages and disadvantages? (e.g., in relation to administrative locations within academic, student or business affairs departments? Parent cooperatives?)

4. Which centers have gone which of the above routes in terms of start-up financing and organizational structure?

5. What are the different forms of center subsidies (university administration? student assessment fee? other?); who's doing what? what are the advantages and disadvantages of each?

6. What are some creative innovations in developing successful on-campus child care centers?

7. Who are expert consultants in developing on-campus centers, and what are their, special areas of expertise?

We wanted current information on these questions either in book form or in a data bank. Learning that a directory of campus centers giving such information was not available, we began surveying other universities, predominantly by phone, in Louisiana and around the country. A "Comparative Child Care Centers" questionnaire was developed, and directors of sixteen campus child care centers were interviewed. This was a time-consuming and costly effort that no doubt is duplicated by many other universities in their center planning and development processes. The development of a database containing such comparative information would mitigate this repetitive "reinvention of the wheel" process and would be an extremely valuable asset to university committees struggling to develop campus centers.

In today's world of nontraditional students and employed parents, there is heightened interest on the part of students, staff and faculty in the services of quality campus child care centers. Facilitating the development of such centers is not only in the interest of these constituent groups and their universities, but in the interest of families and the nation as a whole. The ready availability of information about the comparative situations of existing centers in relation to their organization, operations, and financing foundations would be a major contribution.

Lacking a "magic wand" to create such informational resources, we can only begin to suggest possible alternatives. We understand that a directory of campus child care centers with information about some of the characteristics of Centers is being developed. This is a welcome aid. However, if this formulation does not contain sufficient comprehensive and extensive information, perhaps a Task Force of the NCCCC could be formed to delineate the kinds and forms of information

envisioned and then explore possible funding avenues (e.g., foundation or governmental grants) to create the information resources.

In our view, such optimal resources would contain both descriptive and evaluative information: descriptions of organizational, operational and financial characteristics of existing Centers and assessments of the advantages and disadvantages of the different models. Additional information about special campus child care center innovations, "success stories," and listings of available campus child care consultants and their areas of expertise also would be beneficial.

SECTION FOUR

Finding Funding and Resources

Centers often face a struggle for funds and the ways they succeed are often as creative and diverse as the centers themselves. While some funding sources, or resources cited in this section may no longer be available, others have become available. The focus should not be on particular sources of funds, but on the strategies, techniques for follow-through, and ways the issues are addressed. It is our hope that the examples provided here will bring a ray of hope to those centers who continue the struggle to exist.

Have You Looked Under Every Rock?-- Multi-Source Funding for Child Care Programs*

Harriet Alger and Judith B. Fountain

It has never been easy to get, and to keep, the funding for good child care. The present political climate and an inflationary economy have increased the difficulty, yet the need for child care is greater than ever before. The responsibility for this problem falls chiefly on the already overburdened shoulders of child care directors. Frequently programs begin with one or two sources of funding. As these funding sources continue to be tapped, they can become exhausted--i.e., There is a limit to how much parents' fees can be raised. Therefore, one key to solving financial problems is to increase the number of funding sources contributing to a program, a practice known as multi-source funding.

Multi-source funding offers many advantages. It can be developed step by step over an extended period of time. By providing a broader base of support, centers are less vulnerable to cuts than when dependent on one or two sources of funding. Multi-source funding provides for more program flexibility, since all decisions do not have to be based on rules or restrictions associated with some funds, such as Title XX. In addition, multi-source funding can be used to add resources to programs that would be impossible or improbable under most funding available for general operating expenses.

Multi-Source Funding Strategy

1. Build a climate of acceptance.

The first task in successful fundraising is to create a positive community understanding and acceptance of quality child care. Since such a campaign usually has to be managed by staff and volunteers, it needs to be well paced, realistic and long range, so that goals can be steadily and efficiently pursued. Efforts should not spurt heroically and then stop, leaving people exhausted and reluctant to continue. Included in the planning should be media exposure, presentations to church and community groups, displays in community centers, and liaison with key and influential people in the community.

Good photographs of children are essential. Possible sources are local camera clubs, high school or college photography classes, newspaper photographers looking for human interest, and skillful amateur photographers among your supporters. Slide shows that provide enjoyable informal glimpses of the many dimensions of a good program are invaluable in the effort to offset negative propaganda. Newspapers give articles better coverage if accompanied by an appealing black and

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white glossy picture of children. Displays in the community attract more attention and positive reaction when they feature pictures of happy children involved in interesting activities.

It is important to talk with as many politicians, educators, and business leaders as possible. Try to provide information and/or a program for every organization in your area that influences your support over a two-or three-year period. One day care coalition invites local and state politicians to a cocktail party every year. They also invite politicians to lunch at centers during the "Week of the Young Child." A community service organization publishes 18formation about child care, "Finding Child Care Solutions," in cooperation with child care providers in that city, and makes it available to other organizations.

Among the most successful approaches to community leaders have been fundraising dinners held in historic or charming settings. Invitations were handwritten, china and linens were borrowed, and small round tables had informed hosts at each. Food was excellent, followed by short, well-produced slide shows. Brochures were available with more information and pledge cards. Guests represented different segments of the community at each dinner; members of the school board and school officials, faculty of the local colleges. People not normally interested in child care came for a good dinner in pleasant surroundings. The dinners were held several times a year; and, as their reputation grew, people actually asked to be included.

The money for tickets for these dinners was almost clear profit, since most of the food, wine and help was donated. Those who were invited but could not come often sent donations. More importantly, the dinners resulted in people in positions of influence over possible funding sources being more informed about and supportive of child care programs.

2. Document the need.

As you meet with the community, well-organized factual information wins respect. General statements are not effective. In order to produce the facts readily, you need to keep very good and complete records. This will be even more important when you prepare proposals and ask for funds.

Be specific about what you are doing and why you need help. Share profiles of your families (without names or identifying characteristics)--How are you meeting their needs? Where do they live and work? How much do they pay you on your sliding fee scale? How much does it really cost you to provide service for them? How many families are on your waiting list? How much have costs risen? What do you need and why?

In order to approach businesses, industries, colleges, or universities with requests, you need to know the facts about the service you are providing (or could provide) for their employees, students, and faculty. You also need data about the benefits that an organization will receive when secure and reliable child care is available. Prepare for presentations to these and other groups by trying to anticipate questions and concerns. Agree to disagree about some things, and try

to find common ground. Don't push too hard for acceptance. Keep communication open. Allow time for possible changes of attitudes.

3. Be realistic about short-range goals. Keep working for quality and growth in long-range goals.

Examine each possibility without optimism or pessimism. Plan time and energy; don't expect too much too soon. This year try for one piece of big muscle equipment, but plan to have a new playground in five years. Build an everwidening pyramid of support--a broader base. Don't expect everyone to do everything. Don't try to do everything yourself! Such dedication results in burnout. Success breeds success--try for attainable small goals that lead to measurable progress toward long-range needs. This way you keep the "troops" inspired and win new friends and allies.

The amount of time spent on any one project should be somewhat commensurate with the gain. Two months of intensive effort on a rummage sale that nets $200 is not as worthwhile as the same amount of effort on an event that nets $2,000, or on a campaign to get a community development grant for $15,000.

Try to get on the regular budget of each organization you approach or try to get a long-term commitment. The establishment of regular year-to-year support makes everything easier and more secure. If an organization tells you that they will be unable to continue their support, submit a proposal anyway; and firmly, but respectfully, present the need for continued or increased support. The results are usually positive.

4. Expand coalition efforts in your community to seek broader support for child care funding increase.

There are many individuals and groups who share a common interest and concern in child care--women's groups, parents' groups, social service organizations, educational associations, pediatricians and other medical groups, church groups, civic groups, and political groups. It is important to communicate your needs to them and enlist their support.

It is also important to support their efforts in areas with which you can agree and/or areas that relate to the families and children in your program. You do not have to agree on every issue to support each other. Political strength depends on the number of citizens who are willing to attend meetings, write letters, make phone calls, make speeches, and talk to friends and neighbors.

Expanding funding sources means more program possibilities. The process of soliciting support from many organizations can educate the community about your program and improve your status, providing more security and stability. It also makes center staff and parents more knowledgeable about, and responsive to, the community.

In a democratic society, political skills are essential. Practice may not make perfect, but it will help us to survive and to improve.

Sources of Funds for Child Care Programs

Public Sources

Needless to say, 1982 will not be a year to be bullish on public funding-unless you happen to be manufacturing MX missiles. But the funding picture is not totally negative. In some areas there will be new opportunities for programs that are able to promote their services effectively at the state agency level and at the consumer level. Some highlights (and lowlights):

Tax Credit.

The Federal Child Care Tax Credit allows parents to deduct directly from their federal income tax liability a part of their work-related child care expenses. With changes just enacted by Congress, the credit now is on a sliding scale basis. Families earning $10,000 or less are eligible to deduct 30 percent of their child care expenses. For every $2000 of income above $10,000, the credit is reduced by one percentage point. All families with incomes of $30,000 or more can deduct 20 percent. The maximum amount of credit families can receive per year for one child is $720, for two or more children, $1440.

Despite the fact that the tax credit can, in effect, reduce families' child care costs by up to 30 percent, many parents are not aware of it. Centers should alert all their current fee-paying parents about the credit and advertise it as a means of reducing fees in marketing their programs. For more information, contact the IRS.

Title XX.

Title XX reimburses participating centers and homes for the child care of low-income families. Rates and eligibility requirements are established by the states. Although Congress resisted submerging Title XX into a mega-Social Services Block Grant, it has reduced its funding drastically. Between cuts already approved by Congress, additional cuts being lobbied for by the White House, elimination of the requirement for a 25 percent state match, and allowances for states to transfer funds to non-Title XX activities, states may have their Title XX pot of funds reduced anywhere from 20 percent to 58 percent.* States will have greater flexibility in the allocation of the remaining Title XX funds. For more information, contact the agency administering Title XX in your state.

Title IVA Disregard.

Working families receiving Aid to Families with Dependent Children (AFDC), who are unable to obtain day care under Title XX, can have their monthly AFDC payment increased to cover their child care expenses. Under the disregard, recipients' work-related child care expenses are deducted from their income when the amount of their monthly grant is determined. Reagan proposed limiting the amount recipients could claim for child care under this provision to $50 per month. Congress increased this "cap" to $160 per month (or about $37 per week).* AFDC recipients are not always informed about their eligibility for this disregard

by caseworkers, so centers may need to provide information about it to potential users of their services. For more information contact the agency administering AFDC in your state.

Child Care Feeding Program (CCFP).

CCFP reimburses child care programs for serving nutritious snacks and meals to low and moderate income families. Congress changed CCFP guidelines to allow for-profit programs serving 25 percent low-income children, as well as non-profit programs, to participate. At the same time it slashed the CCFP budget by nearly one-third by eliminating snacks, lowering income eligibility standards, and discontinuing funding for purchasing food service equipment.* For more information contact the nearest Regional Office of the USDA Food and Nutrition Service.

CETA (Comprehensive Employment Training Act).

CETA pays the salaries of unemployed workers placed in positions with employment potential. While centers have benefited significantly from CETA in the past, funding for public service positions has been eliminated under Reagan's proposals.*

CDBG and Revenue Sharing.

Cities and towns have been receiving annual federal grants from the Community Development Block Grant (CDBG) program and the Federal Revenue Sharing program. Both of these non-categorical grant programs give municipalities considerable flexibility in how funds are allocated. In many communities, day care centers have been able to procure funding for their programs under these grants. The Administration has merged CDBG into a larger block grant package and proposed reducing the combined budgets. Some Administration proposals call for phasing out Revenue Sharing programs altogether in a few years. For more information contact City Hall.

Private Sources

With the cutbacks in public funding, human service providers in all fields are directing unprecedented attention to private sources of funds. Whether the private sector will rise to the occasion is the $64,000 question. Some predict that individual and corporate giving will tail off as large tax breaks for high-income taxpayers take away some of the incentive for giving. Others contend, however, that since wealthy individuals and big corporations will have increased disposable income under Reaganomics, there will be more money available for charitable giving. In either case some of the more promising private sources include:

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*As this issue goes to press, final actions on may legislative proposals affecting child care are yet to be made. For an update on the current situation, call the Children's Defense Fund Network, toll-free, at (800) 424-9602.

United Way.

Local United Way organizations support over 37,000 voluntary agencies, many of which are day care centers. Since these agencies receive an average of 30-35 percent of their income from government sources, local United Way organizations are accelerating their fundraising efforts to compensate for federal cutbacks. While many United Ways will be hard-pressed to keep the agencies they currently support a float, some are striving to extend support to new agencies as well. To have a chance of receiving support, an agency needs to get in at the beginning of the proposal review process (which begins as much as 12 months in advance in some communities), to demonstrate they are meeting a vital community need, and perhaps to muster local political support.

Business and Industry.

Over the past five years, there has been a growing interest among certain types of businesses and industries in meeting the child care needs of their employees. Two recent changes in the tax laws should heighten this interest. One new measure increases the tax limitation on corporate giving from 5 to 10 percent of pre-tax net income. Under the second measure, when the day care of working parents is paid for by their employers, these services will be treated as a fringe benefit, not as taxable income.

While an employer's first reaction may be to consider running a day care center on site for employees, this alternative only rarely is the best one. Existing centers should educate employers in their community about the wide variety of options available to them in assisting their employees with their child care needs. These options include buying slots in existing centers; providing vouchers to their employees to buy spaces in centers of their choice; providing information and referral services for their employees; and donating cash, goods, or services to centers used by their employees.

Foundations.

Requests for foundation assistance have risen from 30 percent to 100 percent this year (New York Times, May 17, 1981). Thus competition for foundation dollars will be greater than ever. In the past decade, the trend has been for foundation support of child care centers to decrease as federal funding has increased. However, now that federal funding is decreasing, is is not likely that foundations will be able to respond with a commensurate increase. Child care programs will do best to focus on local and regional foundations with a track record of making grants to children's programs. In the past, foundations have been reluctant to underwrite operating budgets, preferring to fund one-shot capital grants and innovative new projects. Whether the ground rules will change in the days of Reaganomics cannot yet be determined.

Individuals.

A much more promising funding resource for child care programs than foundations is private individuals. Centers across the country have enjoyed considerable success in soliciting contributions from individuals in their communities. Solicitation methods utilized have included direct mail campaigns, telephone appeals, individually tailored letters, and personal appeals. (See CCIE Reprint #10, "Fundraising," for more details). Centers' efforts to attract individual donations may be aided by another change in the tax laws. for the first time taxpayers who do not itemize will be allowed to take deductions for charitable gifts. This is significant since two-thirds of all individual taxpayers use the short form and, therefore, could not itemize their deductions in the past.

Public Schools.

Like all social services, public schools have felt the crunch of Reaganomics and may be less likely than before to share resources with child care centers. In the past, however, local school districts have shared a variety of resources including: bus service, space, utilities, equipment, business administration, computer services, maintenance, ordering of supplies, food service, sharing of audio visual materials and equipment, in-service for staff, volunteers from classes, work-study students, repairs and building of equipment by industrial arts classes, services of professionals for screening or testing, recreation facilities, program materials and services from teacher centers, and library services.

Colleges and Universities.

Higher educational institutions have also been known to assist child care programs in a variety of ways. They have provided operating expenses, staff salaries (for campus related programs), space, utilities, maintenance, equipment, business administration, work-study students, and professional services. Contributions have been made to centers that served only campus populations, or to community centers that had some children of campus personnel or to community centers that provide field experiences for students. Occasionally, colleges and universities have given donations to centers as community contributions without any direct benefit to the campus. These disciplines have also provided consultant help from faculty and staff, student volunteers, services, materials, equipment, and other resources.

Other Private Sources

Centers in various communities have also been successful in tapping various other community resources. Support has been drawn from churches, county and local government units, service clubs such as Kiwanis and Rotary, YWCA's, garden clubs, book clubs, women's organizations, professional organizations, recreation groups, and arts groups. These sources have contributed money, time, equipment, and materials, often to parts of the program that are of special interest to their groups.

Help for Campus Child Care
"In kind" can be better than cash!*

Claudia Dotson

The dollar squeeze has seldom been felt as painfully in higher education as it is being felt right now. Costs are up, enrollment is remaining constant if not declining, and federal and state legislature are appropriating less money. It is not a time when dollars might flow freely into a worthwhile project such as campus child care.

The academic value of lab settings for students and student demand for quality on-campus child care make this an area which most colleges at least have to recognize and give thought to. As student populations change and move toward the older student and part-time student, administrators will be forced to view this aspect of the campus community in much the same way they have health care, student activities, and career planning and placement--needed, viable student services. In the meantime, recognition of campus child care and support might more easily be forthcoming in the form of "in kind" assistance than in cold, hard cash! Sources of "in kind" assistance within most university communities follows:

Staff

- graduate assistants
- student teachers
- students in any courses which require participatory experience with young children
- work-study students
- part time use of someone else's secretary

Accounting

- payroll processing
- accounts payable service
- accounts receivable
- campus mail
- data processing of monthly expenditures
- personnel assistance (e.g. insurance and benefits for staff)
- cashiering--depositing tuition or actual collection of tuition from student parents for child care service
- budget advice and assistance in yearly budget preparation

Facility, Grounds

- rent-free space
- grounds maintenance, snow removal
- general building maintenance (outside paint, furnace repair, etc.)

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- custodial service (nightly cleanup)
- leftovers and used equipment from other projects on campus
- wood chips from tree removal
- hauling service--picking up sand, donated equipment, etc.
- free repairs on toys, kitchen appliances
- utilities and electricity

Program Materials

Send out a general request to all departments asking that they call before they throw away anything which might be of use to your preschool program. For example:

- computer paper
- computer card punch-outs (use like sand)
- packing foam
- high packing boxes
- musical instruments
- art supplies
- office equipment
- animal bones, insect displays
- used 16-mm film (bleach and let kids make their own movies with magic markers)
- carpet scraps
- plants, clay pots
- leftovers from conferences (placemats, napkins)
- string, rope, yarn
- jars, plastic containers
- hats--helmets, police caps, hard hats, eye protectors

Program Ideas

- use of state car one day per week for in-town field trips
- visit biology greenhouse
- attend dress rehearsals for plays
- visit art studios (pottery, sculpturing, painting)
- watch construction projects
- visit art displays
- use campus films
- borrow audio visual equipment
- use library, pictures files
- invite campus people to the center as resource people
- tour dorm kitchens
- ride elevators, escalators
- count the cars in a parking lot
- look for "old" cars

Miscellaneous "Help"

- free labor from the Veteran's Club, a fraternity group or the campus men's group in building projects, painting, etc.
- request that "charity money" raised by campus groups be donated to the preschool

- diagnostic screening for children with suspected problems: e.g. hearing, speech, eyesight, etc. in departments teaching teaching these skills
- free use of campus bus when transporting small groups of children around campus

"In kind" assistance can become as much as 60 percent of your annual budget. Once you've got it, it's much less likely that it will be taken away than its equivalent cash value would be. In these times, "in kind" help will be around longer than dollar appropriations!

The Bottom Line: Maximizing Campus Child Care Center Resources and Quality

Judy Herr and Karen Zimmerman

The demographies are changing in relationship to the age of college students. All in all, this means we have a population shift. More college students will be non-traditional; that is they will be in a 25-40 year old age span (Riche, 1986). Since some of these student may have children, child care services will be needed so that they can pursue their education. Another demographic trend that will increase the need for campus child care is the number of one-parent families. The largest number of college students now are women. Without campus child care, those women may be unable to return to school or continue their education.

In addition, campus child care can provide for the needs of the staff and faculty. A recent study on the importance of child care was conducted in coordination with New York Bank Street Organization and reported in **Fortune** Magazine (Chapman, 1987). This survey showed that employee productivity was affected by child care responsibility. Absenteeism was cited as another factor as well as unproductive time at work. Students gain in two ways. First they are provided with child care facilities for their own children. Secondly, their instructors who have young children can be more productive and are less likely to cancel class.

Planning is definitely the key to quality child care services. Although numerous child care centers are providing services, many of these centers have not strived to make quality the bottom line. Frequently the focus is on maintenance or custodial care, opposed to providing a rich and varied program that addresses the four developmental areas: physical, emotional, social, and intellectual.

When attention is given to all the possible direct and indirect support systems for a campus child care program, quality services can be attained. Caution should be exercised however, as this is a continuous process. Resources available within an institution frequently shift. To obtain resources, including adequate financial support, the center director needs to serve as a facilitator in providing administrative leadership. When the center director's leadership, creativity, commitment, and resource mobilization skills are finely honed, centers thrive.

To begin the process of exploring the available resources within the campus and community setting, center directors and their board of directors, when applicable, must carefully examine all possible resources. One way of implementing this process is to begin with a brainstorming session. All ideas should be entertained no matter how farfetched. One effective strategy is to record all suggestions in writing on a board or flip chart. By seeing these ideas, a transformational type of leadership occurs as additional ideas are generated.

Direct sources of revenue should be addressed first. (See Table 1.) Begin by looking at the fee structure. Is it realistic? Is it too low? Does it reflect the typical child care fee structure in the community?

Table 1. Direct Sources of Revenue

Direct Sources
- parent fees
- department budgets
- summer school budgets
- contributions from student organizations
- university and community foundation grants
- student activity fees
- USDA Child Care Food
- entrepreneurial activities

Personnel costs account for the greatest percentage of child care budgets. By reducing or eliminating these costs, parent fee money could be used to purchase additional educational materials and supplies, thus enhancing the child's curriculum. To reduce personnel costs, begin by contacting departments that would have a need for practicum experiences for their majors. Examples of these departments might include: early childhood education, nursing, psychology, music, physical education, and special education. The home economics department should not be overlooked. Most of these departments include food service administration, family life, nutrition, and child development. Make an appointment with the administrators of these programs and explore possible learning experiences that could enrich their respective majors. Then try to negotiate with the administrator for an allocation or funding for a teacher's position. Meet also with the Deans of Student Service and of Curriculum and Instruction in an attempt to secure financial support for personnel. Prepare for this meeting by outlining the advantages to students as well as to programs. As you share this information, remember you have to be a salesperson; the demands for their resources on campus are great, so you must be convincing.

Next, continue this search by attempting to solicit student activity fees from student government. Personally invite student leaders to visit the center. At this time, you need to point out again the advantages to students, and the needs of the campus child care center.

This process is similar to putting a puzzle together: it takes many small steps to put all the pieces together to cover staff position costs. Remember, every little bit counts! Several small sources sometimes can be better than dependence on just one major source. The likelihood of losing all of the funding in one year is decreased. In one university, the director of summer school paid the salary of a center teacher to help increase the college summer school enrollment.

Grants from the university foundation and/or community foundations should be investigated. Typically, this process involves a written request. Grant writing is usually not a difficult process. Some universities have a research or grant writing support staff who can be invaluable in refining your ideas and providing technical advice. Also these individuals can help identify additional funding sources.

Student organizations, particularly service organizations, have made contributions on some campuses. Many times these organizations will conduct special fund raisers for such projects as children's scholarships, additions to libraries, play yard equipment, etc... The center director should take the initiative in contacting these types of organizations and suggesting specific center needs. Students who do not have children often are unaware of the campus child care needs and the needs of college students who are parents. Directors experience greater success when they approach the organization members on a personal face-to-face basis. Again a successful strategy may be to invite representatives of the organization to visit the campus center to observe and to discuss needs.

While direct sources of revenue are essential, indirect sources of revenue can be very important in terms of reducing budgetary expenditures. Indirect sources of support are varied, ranging from using college practicum students as classroom personnel, to utilities, protective services, donations from merchants, etc. (See Table 2.)

Table 2. Indirect Sources of Revenue

Indirect Sources
- college practicum students including student teachers
- community resource people
- community volunteers
- facility usage
- students from work study programs
- maintenance of facilities, including custodians and grounds
- utilities
- marketing in student directories
- donations from other departments on campus
- computerized accounting
- central purchasing
- protective services
fire drills
security checks
- donations from merchants

College practicum students, especially student teachers, can be important in meeting the adult-child ratio mandated by state licensing. Thus, personnel expenditures can be reduced as a result of student participation. Home economics, early childhood, nutrition, guidance and counseling, psychology, education, and art are all departments that can place practicum students, enriching the educational opportunities for college students as well as children.

Special class projects can be developed in college courses to help meet center needs and thus reduce budget expenditure. For example, industrial arts students can build and repair lofts, outdoor climbing equipment, sandboxes, playhouses etc. Landscape architecture students can plan and plant attractive shrub and floral beds. Architectural design students can design innovative furniture such as tables, chairs and lockers. Interior design students can help plan and decorate the indoor environment, making it attractive, to meet the needs of children as well as staff. Likewise, nutrition students can plan and prepare nutritious meals and snacks that meet USDA requirements. Collectively, all of these projects can enhance the environment and consequently the quality of the child care program.

On campuses where graduate programs exist, family services can be provided. Parent, family and individual counseling may be offered to center families. Graduate students may plan and present parent education programs. Center newsletters could be prepared with assistance from these students. In addition, graduate students may be useful in preparing grants and soliciting contributions for the center.

Protective services from the campus are another valuable resource. Fire drills, security checks, fire safety inspections, and inservice meetings related to safety, are services that may be utilized.

A recent study indicated that the majority of campuses provide space (Herr, Zimmerman and Saienga, 1987). The same study indicated that the majority of campuses provide utilities and building maintenance for campus child care.

Food service can be handled in a number of ways. Again the cooperation of personnel in administration services can be helpful. Contracting for food preparation, in some cases, can actually cost less money than employing a cook (Herr and Zimmerman, 1986). Contacts should be made with food services in the local school system. A price comparison may reveal that one souroe is more economical than another.

Purchasing and accounting services may be arranged with the university. Personnel in this office will solicit bids from a variety of vendors, allowing the center director the prerogative of comparing bids. In some cases the university has state contracts with vendors. Purchasing through one of these vendors greatly reduces costs. Also personnel from accounting services can furnish a monthly computerized record of all revenue and expenditures in a detailed format.

Community volunteers can enrich the curriculum. Beauticians, doctors, police officers, fire fighters, mechanics, veterinarians, florists, etc. can be invited to participate in the program as resource people.

Students from work study program can be invaluable. Assisting teachers in the classroom, typing, filing, preparing teaching materials and preparing food are a few of the tasks that they can be assigned. It is helpful to actively recruit these students. In particular, students from early childhood can be as set. To recruit, direct contact needs to be made with the campus coordinator of the work study program.

Finally, it is no secret that the success of a campus child care center can be directly attributed to the director's solicitation and utilization of resources. This process involves conscientious planning and working with other professionals throughout the campus community.

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Fund Raising as a Function of an Advisory Board

Alan Davis and Pat Schindler

Background Information

The rationale for establishing an advisory board has its roots in the mission of the school and its relationship to the community. Not unlike a university, the Newcomb Children's Center, comprised of two units, the Newcomb Nursery School and the Newcomb Child CAre Center, has strong ties to its local community. Although what is currently known as the NCC Advisory Board became a vehicle for fund raising, its original mission was different.

The Newcomb Nursery School was founded in 1926 by a committee headed by Mrs. Edith Stern. Its mission is early childhood education for boys and girls, ages two to five. The Nursery School population consists largely of children of community parents, with a small number of Tulane faculty and staff children enrolled. Admission into the nursery school is based upon the following criteria: date of application, siblings or parents who attended, and other family ties to Tulane. The Nursery School has strong and long-standing ties to the community, and there has consistently been parental involvement from the community. There has also been historically a high level of involvement and support for activities such as Book Week and Special Persons Day. However, community involvement in the past has never been particularly focused on major fund-raising activities.

In 1979, married and single parents living in university apartment housing expressed the need for day care at Tulane University. Through the efforts of administrators in the Department of Housing and Office of Student Affairs, an exploratory committee was organized to pursue the possibility of developing a center. A teacher of the Nursery School, on sabbatical, was hired to study need and feasibility. Her report substantiated the need for a child care center and outlined its structure.

A steering committee of key university administrators was convened to develop the center. The committee completed a wide range of tasks, including developing operational policies, financial pro formas, and personnel policies.

Concurrent with the above, the Nursery School Director's position became available. The Dean of Newcomb College and the steering group agreed to hire an individual to direct both the Nursery and newly established Child Care Center. It was decided that a single governing board should oversee both units. An interim board was appointed, and many steering committee members became board members.

The Board's original purpose and function was to assist the Director inoperational, personnel, and financial considerations, many of which were relatively specific in nature. Because of the newness of the Center, this seemed an appropriate use of the Board. But after the Center was firmly established, the Board became advisory, focusing on global issues and development.

Rationale for Changes in Board Composition and Functions

The rationale for a board's existence is, of course, directly related to the institution's mission. The NCC Board exists to assist the school's administration in furthering the goals of the school. The assistance may take many paths. One that was deemed appropriate for the NCC was that the Board assume a role similar to that of a university's board, i.e., development.

It had become evident to the NCC administration that major physical work was necessary for the program to maintain its high standards. Physical facility renovation and expansion were needed to maintain program excellence. Also, increased monies for curriculum improvement were needed. The Board, after considerable consultation with the university administration, decided to embark on a major capital fund-raising campaign.

Board Development

The original Board's composition belied its missions, i.e. specific policy decisions, operational issues, etc. Key members of the university community were board members, e.g., Personnel Director, Budget Director, and Housing Director. The intent is obvious; through individuals such such as these, the Center could get problems solved more expeditiously. Subcommittees were established to focus on major areas, e.g., personnel, physical facilities, and research. Traditional officers were elected. Membership was composed of all constituencies represented within the center: university students, faculty, staff, community, and parents. The importance of Board composition cannot be underestimated. Who is selected to the Board, and the groups they represent, will greatly influence the Board's success.

One of the more significant and simple measures taken was appointing university and community members who had access to the major decision-makers on campus. Examples of this strategy were: asking the President's executive assistant, the University Budget Director, the Executive Vice President's assistant and, most significantly, the chairman of the Tulane University Board of Administrators, to serve.

One can understand the evolution of the board by observing two activities: the change in subcommittees appointed, and the by-laws modifications. When the NCC Board moved more into addressing global issues and fund raising, the Personnel Committee was dropped and a Development Committee was established. By-laws changes provided for more community participants, less student participation. The relation to the university was solidified, so that advantage could be taken of its financial strength to pursue renovation, and community relations were strengthened to raise funds effectively. A solid relationship with the University made it possible to use the university's financial strength to support physical plant improvements, and stronger community relationships assured effective fund-raising capabilities.

The Development Committee

A task force report had been written to give the history and state the direction in which the administrators of the Nursery School and Child Care Center wished to go. The report was written by a committee consisting of teachers and administrator of the Children's Center and members of the Advisory Board. (1984)

Recommendations included defining the distinctive role of the Children's Center, identifying specific needs, suggesting potential resources for meeting those needs, and proposing an implementation program and time schedule for proceeding, including a new facility for the Child Care Center, renovation for the Nursery school and money for scholarships.

As the Board moved into a fund-raising mode, the following steps were necessary:

1. Getting permission from the University as a whole to undertake this effort;
2. Appointing a chair who was familiar with fund-raising strategies;
3. Appointing an active committee composed of university people, parents, and community members.

The first step was accomplished by working through the University structure. Permission to run the campaign was granted, and a staff member from the Development Office was assigned to help the Board and see that University guidelines were followed. Susan Horwitz, who had attended the Nursery School as a child and had two children who had also attended, agreed to serve as chair. The Board was delighted, as she had had invaluable experience raising money for other organizations in New Orleans. She established the procedures to be followed by the committee, and obtained approval from a University Development staff member.

Ms. Horwitz's philosophy regarding fund raising is as follows:

> "To me it is important that one should not solicit funds until they have given themselves. Until someone has made their own gift, it is improper to ask someone else to give. So - Advisory Board members were asked to be generous in order to set a good example for the rest of the campaign. A needed 100 percent participation from the Board was achieved."

It was decided that some activities were needed before fund raising could actually take place, as there had not been very much publicity for the school in several years. These included holiday parties at the Nursery School, to which former staff and parents were invited to help rekindle the feelings about the Nursery School and make them more aware of the Child Care Center. Through these activities, lists were compiled of names and addresses of former attendees. (It was difficult to find names of children who attended before the late forties because class lists were not kept in the files before this time).

Holiday cards were sent to grandparents with the child's handprint and greetings from the Newcomb Children's Center. This enabled the committee to acquire addresses of grandparents, so they could be included in the solicitation.

University administrators agreed to three steps, without which the campaign would not have been successful:

1. A faculty house was made available to be used as the Child Care Center;
2. The Children's Center was included in a bond issue which would make possible the renovations of the house and the Nursery School;
3. Money was made available up front for the printing and mailing of a professional fund raising brochure.

Before the brochures were sent out to the members of the community, the list of those who would be approached and for how much was monitored by the Development Office of the University, so that individuals wouldn't receive two letters from Tulane at the same time for different causes.

After the lists were compiled, parents were enlisted to stuff the pledge cards and address the brochures. Personal contacts were made by members of the Development Committee to graduates of the Nursery School, taking along the brochure to show specific areas to which they might like to donate. Monies were pledged for science, music, and scholarships for handicapped preschoolers. A proposal was written to a local foundation (which included a letter of support from the President of the University) for the Curriculum Resource Center.

During this period other activities were being held to help publicize the Children's Center. Graduates of the Nursery School were invited to all activities, such as a big retirement party for one of the faculty who had taught at the Nursery School for 25 years. Articles were put in both the faculty-staff newspaper, and Under the Oaks (the alumnae magazine of Newcomb College) about the 60 years of the Nursery School and how it was combined with the Child Care Center to form the Newcomb Children's Center. Other articles were written about the research being conducted at the Children's Center, and there was an art show entitled "Children's Creations."

As soon as pledges were received, personalized thank you notes were written to the donors. Those making donations of $1,000 or more also received a letter from the President of the University.

The following notes contain the informal schedule used and comments by our campaign chair, Susan Horwitz. We feel that her planning made the success of the campaign possible, so we would like to share it with you.

Fund - Raising Schedule

June, July, August
1985

I A list of former students of the Nursery School was submitted to be put on the computer
Brochure preparation got underway
Artist secured-first draft of brochure completed
Work on second draft begun
(approximate cost $8,000 - including stationery and pledge cards)

II Children who had attended child career center put on computer

III First committee meeting held to train volunteers

1. Agenda: Go over schedule, introduce Center administrative staff
2. Members to start getting class agents for each of their groups. They will be provided with class lists. Class agents will then choose his/her own helpers to:
    a. help find lost people
    b. look up and research home phone numbers and addresses
    c. help mail letters of solicitations
    d. make as many personal solicitations as possible
    e. help coordinate special events

September
1985

1. Show preliminary brochure to entire Board
2. Bring Board up to date on campaign
3. Describe schedule of campaign
4. Ask for total participation of Board

II Alan Davis and Susan Horwitz will personally solicit every member of Board - Solicitation will be completed by end of September

"A dynamite brochure was extremely important because this campaign had to stand way out in people's minds. We assume most people were already giving to their high schools and colleges. I think the brochure was a big help in creating interest. A very good solicitation letter is important. This was included with the brochure and a return envelope for pledges and contributions. Giving must be made very easy."

III First nursery school and child care newsletter mailed

A. Circulation: to parents of students, and board members of Tulane and Newcomb, and special list of alumnae, friends, and grandparents
B. Content: announce opening of school year. Letter from Board President and letter from Center Director announcing 60th anniversary and new plans for renovations and unification

"Constant Communication to Child Care Center and Nursery School parents was important to keep everybody talking about the campaign and to keep the enthusiasm going. The more people know about the successes of a campaign, the more they will want to give, and once they have themselves given, the more they will want to help.

October
1985

Committee members begin quiet solicitation of major donors

"Quiet Solicitations - before going absolutely public with a fund raising campaign, it is essential to have monies already given or pledged. Generally, it should be about 60 percent. This was done. But because it was done quickly and easily, we in our heads upped the goal from $60,000 to $100,000.

Individuals who were prospects for giving were carefully researched. This is very important because each gift requires personal calls. Large prospective donors were carefully researched to find the exact reason why they might be interested in giving to the campaign. Individual campaign packets were made for those prospective donors who were or might be interested in specific areas, for example: music, science, buildings, child care, special needs children, and a curriculum resource room. After each call made by chosen committee members, during which the materials were presented, a follow up call was made.

II
A. A cultivation letter was sent to the entire Newcomb Nursery School and Child Care families and all names on file
B. Completion of all computer lists
C. Completion of brochure
D. SPECIAL EVENT - Newcomb Book Week

Annual Newcomb Nursery School Open House and Book Week was preceded by a parent-organized cocktail party honoring thirty years and more grads of nursery school.
Audience: announced to whole community through mailing done by nursery school to all parents, grandparents, special friends list' and all prospective nursery school and child care parents - mailing about 1,000

"Special Events were an important part of the campaign. They called attention to the Children's Center and the public began to realize it existed not just for Newcomb and Tulane but as a resource to the community. We wanted to present an image to the community that NCC is a valuable resource for the whole city and is a model for preschool education and a model for a child care facility. Special articles focusing on the Center, written by Staff of University Relations, on our importantance and place in the community."

November
1985

I Continue quiet solicitation
II Solicitation letter preparation continues
III **Under the Oaks** article - Alumna Office responsible for article about child care center and nursery school
IV Other Tulane publications will include articles about Newcomb Children's Center.

"It is important to get the right people to work on a general campaign. The key is to get good leaders who have a strong following of friends. These volunteers then enjoy working with each other, and the campaign does not become an onerous task. It is important that volunteers be trained. They must be told about every aspect of the project, so that their enthusiasm is high and they will be enthusiastic when they approach others. Campaign meetings should be fun."

December
1985

I Wrap up quiet solicitations - 60 percent of goal
II Make sure all thank you's are up to date
It is important that each donor be thanked individually, and very quickly after the gift received.

January
1986

I SPECIAL EVENT!
Announcement of public part of campaign - with special party announcing campaign and recognizing special donors. Food was prepared and served by parents.

II General solicitation begins
A SPECIAL EVENT:
Nursery school hosts "Special Persons Day" - each person in nursery school asks a special person to be his/her guest and they have special day at nursery school - brochures and campaign material available and shown on that day.

February
1986

I Solicitation continues

March
1986

I Solicitation continues
II SPECIAL EVENT - "Children's Creations" art show
Coverage in Tulane publications; audience - mainly families. Announcements sent to all donors and prospects.

April
1986

I Solicitation continues with a phonathon

"The phonathon was important at the end of the campaign to get loose ends tied up. It also rallied tired volunteers and gave them a feeling of being part of the final success. A phonathon can't be successful unless you are closing in on your goal and feel confident that this will put you very close. Feedback to volunteers is important. As gifts come in, each volunteer needs to know how well they have done. It is important to make the volunteer feel valued and successful."

May
1986

I Begin wrapup of campaign
II SPECIAL EVENT Recognition Party at Newcomb Dean's house and groundbreaking ceremony

"Groundbreaking Ceremonies - All volunteers, and donors and University Officials were invited. It was important to have this special event because it made the campaign a reality. All the hard work was going to actually produce something."

June
1986

I Completion of campaign
II Party for campaign workers

Fall
1986

"Large donors were all written a followup by me in the fall of 1986 to let them know how the campaign finished up and how wonderful the facility is. This was done after the grand opening in October, even though they were invited to grand opening."

SECTION FIVE

The Issues and Practices of Campus Child Care Directors

It's been said that directors are linchpins of centers. How do they manage in the face of administrators who range from those who say "we didn't know you existed" to those who say "an effective child care program is important to any college or university"? How do they balance day to day administration of the actual center, establishment of linkages to insure survival on campus, accountability in terms of the mission of the university, and fulfillment of the most important responsibility of quality care and support for children and their families? The articles included here provide specific examples of how administrators meet the challenges and face the issues' including the politics, the frustrations, using a computer as support staff, survival strategies, and the tough issues of serving children with special needs, and developing a child abuse prevention program.

Working Together: Administrators and the Campus Child Care Director

Mary Ellen Bacon Ellsworth and Joyce Leonard

Aristotle said "Man is a political animal." Campus child care directors are frequently reminded of this truth as they deal with their college or university administration. However, through careful research and planning, a child care director can eliminate much of the risk in "playing politics."

Our goal is to help campus child care center directors work more effectively with the administrators of their colleges or universities. While campus child care centers each have a unique form of organization and sources of financial support, we all work within a higher education bureaucracy. To help us learn the political environment on our campus, we interviewed the president, vice-president of finance, assistant vice-president of business, director of supportive services, and the president of the Associated Students of Washington State University. We asked these administrators the following questions:

1. What do administrators expect from us?

2. How do administrators like to be approached?

3. How can we avoid making mistakes when working with administrators?

Before contemplating entry into the political arena, a child care director must clarify the goals and objectives of the center. Goals, objectives, policies, and procedures must be well-written, then subjected to intensive critiques. Only through such activity can you be certain to identify your strengths and weaknesses. All strengths must be highlighted, while creative problem solving should be used to develop alternatives for ameliorating weaknesses. Develop a role and mission statement that defines how your service integrates with the greater university. Document your awareness, and use, of pertinent research findings and demographic data.

Once your internal preparation is complete, you need to develop a good understanding of the administrators and the administrative system with which you will be dealing.

A campus child care director must understand the college or university organizational chart and how it defines the administrative roles and responsibilities. While knowledge of the chain of organization allows the child care director to know the legitimate power hierarchy, a good director needs insights beyond the organization chart.

The lines of authority may be strictly drawn on paper, but in practice relationships other than the official ones may be more important. Which administrators are friends off the job? which administrators have shared interests? who

is seeking favor from whom and why? Knowledge and careful use of these political realities can pave your path to success. "Grapevine" information can often be used quickly and effectively, but care must be taken to glean **accurate** information.

The most immediate supervisor above your director in the chain of command can be your strong advocate, if you provide sufficient information. Elaine Zakarison, Director of Supportive Services at Washington State University feels that immediate supervisors should be well-informed. Information should be accurate, and statistics should not be inflated. Forewarn your supervisor when you see a problem developing. This way your supervisor will have faith that, as he or she solves the problem, they will have the correct supporting information. Ms. Zakarison feels that directors are often unaware of the power they possess. It pays to evaluate your own power base; what resources are available to you? Which people do you influence, and who influences you? If we empower our supervisors by keeping them well-informed, and by understanding pressures on them, they are better armed to empower us.

Obtain your university's goal and mission statement, state-of-the-university speeches, or other documents which will help what your administrators want to accomplish. Learn how the university's goals and objectives are prioritized.

Dr. Sam Smith, president of Washington State University, urged, "Try to see what current problems the administration has and what they're thinking about. Make your plans in a context with which the administration can work." Show how your goals are consistent with, and provide essential support for, university goals.

Dr. Smith suggested that we find ways to demonstrate that our child care goals are important and directly associated with the university. "Weave child care into the fabric of the university. Show the administration how they can make it more important to the university," he advised. He challenged us to tie child care to the university's educational function, to convince the university community that meeting the child care needs for the institution will make the institution look good.

Washington State University plans to emphasize research and is eager to recruit re-entry students. President Smith is more likely to support our plans to expand our center if we can convince him that our service will help accomplish these goals. We can gather data on the family status of undergraduate, graduate, and re-entry students to substantiate our position.

Dr. Smith suggested that directors read newspapers for administrative reports before making visits. He cautioned us to avoid assuming the administrators know our context. Therefore, we must clearly and concisely state our goals and objectives.

Different administrators have different management styles; determine the style of each administrator with whom you deal. Douglas McGregor (Fulmer, 1983) identifies two management styles with Theory X and Theory Y. A Theory X manager

supports an organizational climate of close control, centralized authority, autocratic leadership, and minimum employee participation in the decision-making process. Effectiveness with Theory X administrators is enhanced by following the chain of command and by letting them believe they are making the decisions because they are the experts. Theory X managers usually will not tolerate being told they are wrong. On the other hand, the Theory Y manager supports an organizational climate of loose control, more general supervision, decentralization of authority, a democratic leadership style, and more employee participation in decision-making. Effectiveness with Theory Y type administrators is enhanced by offering many alternatives to problems and generating possible solutions. A Theory Y administrator is more likely to appreciate a demonstration of creativity.

Regardless of whether administrators seem to be Theory X or Theory Y types, they should be viewed as people who want to help. Jay Hartford, Vice President of Finance at Washington State University reminded us, "administrators are people. Please treat them as you would like to be treated."

President Smith told us, "we usually get problems that are insolvable or political." He suggested we should give administrators an opportunity to help by presenting the problems clearly and briefly, by offering several alternatives, and by posing a potential solution. "The closer you can come to presenting a problem and presenting a solution, the more productive your meeting will be," Dr. Smith advised. Such a procedure allows the administrator to feel that he or she has made a positive contribution to problem-solving.

When making requests that appear to require an administrative commitment to monetary support, President Smith warned "Don't just ask for money. Often money is put into the solution in lieu of creative thinking." Child care directors should be open to administrative suggestions for alternative methods of solving their problems or alternative sources of funding if money is the only solution. For example, befriending the publications department for securing free paper or university housing or student union personnel for equipment they are discarding demonstrates resourcefulness in lieu of monetary support. Using people power, parents or volunteers, to make repairs can also be suggested.

Once a campus child care director is aware of the political environment, he or she needs to find ways to make the appropriate administrators aware of the child care center and its goals.

The key to administrative understanding is an aggressive, properly directed public relations program. In our program, we have involved administrators through invitations to have lunch with our children, and to join potluck dinners with our center children and their families. We have special projects to acknowledge birthdays, and we make art projects to decorate administrative offices. We take the children on carefully orchestrated visits to administrators' offices for Halloween treats, or to serenade on appropriate occasions, as only two-to-six-year-olds can. This visibility leads our administrators to recognize our importance to the university community, and therefore makes them receptive to assisting us in overcoming impediments to our goals. A word of caution: don't overdo children's visits! Be aware which administrators would not appreciate three-year-old songs. Make visits brief and appropriately timed.

Even the best-prepared child care director can make mistakes in dealing with administrators. The seriousness of mistakes can be minimized by knowing what the pitfalls are and how to recover from an error.

The administrators we interviewed suggested:

1. It is important to value administrators or student leaders as individuals with feelings. Over and over, we heard, "treat administrators as people," or "treat students as people."
2. Avoid blaming the administration for causing the problem, even if they did.
3. Avoid saying, "if you don't solve it, you're guilty, or "if you don't give us the money, we'll go broke."
4. Avoid appearing unprofessional. Dress appropriately.
5. Don't spin a web of deception to cover up for mistakes you've made. Admit errors and learn to be able to forgive yourself.
6. Avoid providing voluminous material for administrators to read. Instead, provide a succinct one-page summary with the full documentation appended, should the administrator desire to review it.
7. Assume the administrator's time is as limited as a three-year-old's attention span. Avoid disorganization. Be brief, clear, and concise.
8. Allow time for questions. Answer clearly, or, if the question is beyond your knowledge, admit your limitations, then make and meet a commitment to communicate the answer as soon as you find it.
9. Avoid bypassing links in the chain of command in an effort to get to the head boss. Start at the bottom of the chain and work up. Get each link in the chain to sign off in support of your position. The more support you can gain all the way up the ladder, the stronger your position will be.
10. In conflict situations, address the administrator closest to the problem. Try to see all sides of the issue, if only just to provide counters to objections.
11. Avoid failing to consult frequently with immediate supervisors. Directors can make mistakes by trying to show how much they know, and neglecting to consult supervisors for their opinions. By discussing issues, and by asking supervisors to empower us, we can solve problems more effectively. While it is important that the campus child care directors avoid pitfalls in dealing with administrators, it is also advantageous to be aware of positive moves that will enhance political effectiveness. Griffin and Moorhead (1986) suggested using open communication, taking steps to reduce uncertainty, and being aware. "Forewarned is forearmed" is an adage worth heeding.

All of the administrators wanted respect. The center director should listen, then present the interests of the center in a clear, concise, and brief form. In order to avoid Pogo's quandary, "We have met the enemy and he is us," follow the dictum, "Know thyself," for knowledge is power.

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The Frustrations of Administrators in Child Care

Joan L. Reiber

There were not too many campus child care centers in the late seventies and many of us were new in the field. I was from Hilltop Child Development Center, a private, non-profit program on the University of Kansas campus which was started in 1972, after a group of women took over a campus building and demanded child care. I became the director in 1975, and in 1979 it seemed that our most pressing problem involved money--money for supplies and equipment, money for wages, money for expansion, and money for scholarships for child care tuition.

In 1979, at the National Council on Campus Child Care Conference (former name) in Pensacola, Florida, I led a discussion session involving problems and frustrations of being an administrator of a campus child care facility. I developed a list of 28 items (see table 1),* and distributed it to the participants at the beginning of the session.

We discussed our frustrations and problems. At that time the focus was on keeping up staff morale, obtaining better salaries for ourselves and the teachers, working with budgets that never balanced, and obtaining university funding and in-kind assistance.

Then the eighties came, and with them a new set of problems and frustrations. The federal government began to require all non-profit child care centers to pay social security for their employees. Adverse publicity about sexual abuse "running rampant" in child care centers, and increased insurance rates have affected us all. Add this to the problems of lack of government funds for child care, and for parents who need subsidies, couple it with the turnover of well qualified teachers and the low wages that many early childhood teachers receive, and it is no wonder that directors have been and will continue to be frustrated.

The constant dream of every early childhood director is to find and retain, for at least three to five years, good qualified teachers who will maintain enthusiasm for teaching, will keep a positive attitude toward their jobs, and will keep up their energy level for a very demanding job. In the early childhood field today, a well qualified lead teacher who remains at a center for over three years is a priceless commodity. Nothing is more disheartening to a director than to lose an excellent teacher who still has so much to offer to the child care field.

*Tables and questionnaire appear on the pages following the text.

Table 1

NATIONAL COUNCIL ON CAMPUS CHILD CARE

Please check ten (10) of your most pressing frustrations or problems as administrator of a child care facility.

Your title _____

Size of your center: Number of units_____, licensed capacity _____.

How is your center affiliated with a University or College? _____

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1. _____ Working with parents
2. _____ Handling parent complaints or grievances
3. _____ Hiring well-trained staff
4. _____ Firing staff
5. _____ Keeping up staff morale
6. _____ Handling staff complaints
7. _____ Training teachers
8. _____ Evaluating teachers
9. _____ Handling teacher gossip, interactions with each other
10. _____ Obtaining funding for classroom programs
11. _____ Providing program ideas and direction
12. _____ Getting adequate salary for self
13. _____ Getting adequate salary for staff
14. _____ Working with Board
15. _____ Lack of support from Board
16. _____ Handling too much paper work
17. _____ Working on budgets, handling financial matters
18. _____ Meeting State licensing requirements
19. _____ Filling out reports (SRS, etc.)
20. _____ Handling enrollment
21. _____ Obtaining volunteers, students
22. _____ Training volunteers, student teachers
23. _____ Obtaining community support, financial and otherwise
24. _____ Obtaining University support, financial and otherwise
25. _____ Working with University personnel and administration
26. _____ Obtaining adequate recognition from University administration for operating viable University service
27. _____ Obtaining adequate in-kind assistance form University
28. _____ Handling diversity of demands of position

Understanding teacher turnover

The following questionnaire was developed and used primarily to study the frustration of noncampus center teachers. Results from this survey can be obtained from the author.* Campus child care directors might find it useful to survey their teachers and compare the responses with noncampus center teachers.

Table 2

QUESTIONNAIRE FOR FULL-TIME TEACHERS IN CHILD CARE

Date _____

Please fill out: Total number years teaching at present center as full-time teacher:
Number of years as assistant number of years as lead total working hours per week check if campus center

Instructions: Please read each statement carefully. In Col. A place a check ( ) next to each statement that only applies to your job. Leave others blank. In Col. B, using your check as a reference, rank order 1-10 satisfaction with your job with 1 the most important. For Col. C rank order 1-10 the most important reasons that would encourage you to stay at your present center (you may include items that you did not check in Col. A in Col. C)

A Check if applies	B Rank Order Satis	C Rank Order Encour	Items--Statements	Comments or Clarification
			1. Paid sick leave	
			2. Paid personal leave	
			3. Paid vacation days	
			4. Paid holidays	
			5. Paid planning time	
			6. Paid staff meetings	
			7. Unpaid break in middle of day	
			8. Salary--minimum wage to $800 month (gross)	
			9. Salary--minimum wage to $800+ month (gross)	
			10. Yearly increases in salary	
			11. Advancement within the center	
			12. Total weekly hours of employment	
			13. Paid inservice training	
			14. Group health insurance--total subsidy	
			15. Group health insurance--partial subsidy	

*Hilltop Child Development Center, Attn: Joan Reiber, 1314 Jayhawk Boulevard, Lawrence KS 66045.

			16. Cafeteria benefit--monthly money used when wanted: Health or life insurance, child care, added to wages	
			17. Meals provided	
			18. Extra adult (3rd person) assistance	
			19. Adequate substitutes found when teachers absent	
			20. Supportive director	
			21. Constructive feedback from director	
			22. Meeting with director	
			23. Classroom freedom	
			24. Positive climate of center	
			25. Interactions with the children	
			26. Planning and implementing preschool program	
			27. Adequate and plentiful classroom materials	
			28. Adequate and manageable teacher:child ratio	
			29. Enjoyable and adequate playground	
			30. Cheerful and attractive classroom environment	
			31. Adequate classroom space	
			32. Interactions with other teachers	
			33. Interactions with parents	
			34. Aide supervision of children during nap times (nap aides)	
			35. Media assistance: projectors, recorders, filmstrips, etc.	
			36. Janitorial services	
			37. Secretarial assistance	

3/85 Please mail to: Hilltop Child Development Center, Attn: Joan Reiber, 1314 Jayhawk Boulevard, Lawrence, KS 66045

Using a Personal Computer as an Administrative Assistant

Marie S. Evans

Part I

History: The Value of Tenacity, Risk-taking, and Support of Others

The business of operating a child care center is complex and often stressful. Numbers, finances, and ratios have to be monitored; staff need to be recruited, interviewed, selected, trained, scheduled, supervised, and evaluated; children need to be scheduled, added, deleted, and hours changed, always attempting to keep enrollment at capacity; waiting lists must be updated; supplies and equipment must be ordered and maintained; new children and their families, volunteers, and observers must be oriented; invoices must be prepared, fees collected, and delinquent accounts pursued; federal programs such as Title XX and the Child Care Food Program must be administered; grants must be written and all other possible sources of financial assistance pursued; parent education, communication, and involvement must be encouraged; staff and parent meetings must be held; new ideas and functions must be implemented. And sometimes toilets need plunging, sick children need special attention, substitute staff is needed, and other emergencies arise. (For example, the time clock begins screaming indicating that the motor is wearing out, but shelves have been built around the time clock cord, preventing removal. The director is sitting on the floor with screwdriver in hand and feet on the wall for leverage, pulling out the shelves to save $30, which is the additional charge for the repairman's on site visit.

With all these responsibilities and more, should not a computer be of some help? This was my rationale as I explored the of a microcomputer, without knowing a thing about it. This article is meant to assist others with similar responsibilities to evaluate whether a microcomputer can simplify one's existence, lighten the load, and increase efficiency.

I started by taking a short course at Computerland. Then I audited a university course. I took every short course on computers available. I was so computer-frightened that much of what was offered was not learned. However, I did have determination. Without that, I would not have a computerized center today. Neither the academic computing department nor the administrative computing department at the university wanted to help. I think they were either afraid that I would not be able to master a system, or that I would lean too heavily upon them for advice. The director of the administrative computing department asked me seriously if I could "balance my checkbook?" I still do not understand the relevance of the question, but it is an example of the kind of response one might receive.

After a year of obtaining this kind of information, a superficial knowledge of the computer, and an attempt to work with the university bureaucracy, I almost gave up.

One of the positive aspects of directing a university campus child care center is that one is not alone, even if it seems that way at times. Both my advisory committee and the chancellor for student affairs looked at my handwritten scheduling sheets with the erasures, additions, corrections,changes, and crossouts. They agreed that a computer spread sheet would help me. I then asked a senior student in management information systems to perform a feasibility study of the Children's Center, to determine if a microcomputer would be useful. Hardware and software possibilities were investigated and recommendations were made. His positive recommendations were crucial in obtaining approval.

On our campus, one of the computing departments must support the purchase of computer equipment. Reluctantly, administrative computing took on this function.

Part II

Description of Center

The major question one has to answer before one purchases a microcomputer is: Will it be cost-effective? Although one cannot say with certainty the size of a center that would warrant a microcomputer, there are still some guidelines and facts which can help a director decide. The cost can vary with the kind of computer and type of programs one selects. A director can expect to spend many hours learning the computerized system. He or she can also expect to encounter frustrations. But when these frustrations or roadblocks are solved, it is difficult to describe the elation that comes with success!

Our Center has 125 children enrolled in four separate rooms by age. We try to enroll two-thirds children of students; the balance, children of faculty and staff. We maintain an upper limit well within state licensing standards in each room and we try to be at our maximum at all hours. We are open 7:30 to 5:30 year round. Children ages two to six are served during the academic year and two to ten during the summer. Currently, we have a waiting list of approximately 100 children. For us the computer has been an incredibly helpful tool. It has been time-and-cost effective.

Part III

Costs

A. Initial Costs: (12-84)

IBM PC DS Dual Drive, 256 K	$1795.00
IBM Monochrome Display	220.00
Epson FX-100 Printer	595.00
Parallel Printer Cable	20.00
IBM Monochrome Interface Card	205.00
PC-Dos 2.1	46.00
Lotus 1-2-3 Spread Sheet	330.00
PFS: File Data Base	90.00
Diskettes 5 1/4 Dbl. side, 10/Box, Dbl. Density	16.00

Diskette Storage Box	13.00	
Lemon Surge Progector	45.00	
Dust cover - System Unit	17.00	
Dust cover - Keyboard	8.00	
9.5 x 11 white paper	23.00	
Total	$3423.00	

B. Additional Costs:

PFS: Write	$ 90.00	
Memory Board 256K	250.00	
Programmer: Lotus	225.00	
Ribbons 2 @ $9.00	18.00	
Lotus Template	22.95	
Workstation	479.00	
Chair	165.53	
Professional Write and File	120.00	
Total	$1370.48	
Grand Total		$4793.48

Costs will vary considerably. The initial costs are essential. Additional costs are optional. For a long time we used a table, and did not know what we were missing without a work station with slots for paper and a recessed key board.

Part IV

Software

A. Word Processor

Although there are many excellent word processing programs, we have been totally satisfied with PFS-Write. It has been easy to learn, inexpensive, and has been updated to include many additional helpful features (Professional Write). While I was never able to think on a typewriter, I can with a word processor. One can erase, change, rearrange, revise, center, insert words, phrases, and paragraphs easily. One can proofread before printing. Print can be enlarged, compressed, expanded, emphasized, and changed. Copies can be made. There is no carriage return. It is an improvement on handwriting - both speed and quality. The material can be saved onto a disk and retrieved for future use and editing. A built-in dictionary questions spelling and usage. This is a good way to start becoming familiar with a computer keyboard, which is very similar to a typewriter' only it can do so much more.

The computer is used every day for such things as staff memos, newsletters, grant requests, annual reports, budget narratives, recommendations, substitute lists, and job descriptions and evaluations. It is especially useful for any document that is to be used each year and needs to be updated.

B. Filing System

Anyone who needs to keep track of a large number of items or children or a waiting list can benefit from an electronic filing system or data base. Information can be accessed at any time and be altered or updated as necessary. Records can be deleted and changed. Information can be printed in full or from selected fields. Teachers can be provided with specific information they need, such as name, birthdate, and scheduled times. One can determine which health forms or immunizations are missing. Labels can be made from the file to send out letters (to the waiting list, for example). Individual addresses and salutations can be merged onto form letters. Records can easily be copied form one session to the next.

One can expect to take extra time initially to enter data and become familiar with the software package selected. However, the end result is increased efficiency, more professional reports, and time saved.

C. Spreadsheet

Unique to campus child care is a complicated scheduling of children. Depending on policies selected, scheduling will vary among campus child care centers. However, most centers have as their primary function serving the needs of students with young children. Students have varying schedules; they often do not know their schedule until they register, which is just a few days before classes begin; they drop and add classes; schedules change from semester to semester and again at interim and in the summer; exam periods require different scheduling; and study time is often needed and added throughout the semester.

It was primarily due to this complicated scheduling process that we initially considered purchasing a computer. A spreadsheet has greatly reduced our scheduling dilemma. A spreadsheet is a display of columns and rows like an accountant's worksheet ready to be filled. Calculations are done by the computer. Anything one can do with a pad, pencil, and a calculator because be done with a spreadsheet. It can also be used to prepare and manage budgets and accounts. Calculations and recalculations can be done at the push of a button. The final product is neatly printed with no erasures. Spreadsheet programs can be difficult to learn, and it will always take a long time to set up the initial format. There is a real possibility of losing the entire spreadsheet full of information if power fails, if you push the wrong button, or forget to save your work. Static electricity can cause the loss of work that has not been saved. This is a common computer quirk that could happen with any program being used. One often has to lose information a few times before one learns the importance of saving and making backup copies. Despite the disadvantages, not many would go back to using a pen and paper after using a spreadsheet.

Using Lotus 1-2-3, a programmer developed macros which facilitate our requirements. As a result, the spreadsheet is set up to enable me to add, change, and delete times and children in each classroom each half hour during a 10-hour day and keep a current printed list.

D. Accounting

Since we are changing accounting procedures, I will not go into detail-except that we will now be taking over this function. It had previously been done by the controller's office. We are investigating various packages and know that a computerized accounting system is essential. We are hoping we can combine it with our filing system.

E. Other

We are provided with monthly computer printouts of all Children's Center expenditures and revenues from the university mainframe computer. Without this we would certainly keep these records on our own microcomputer.

Part V

Summary

In summary, then, it is now difficult to imagine operating without a microcomputer. Michael Yohe, a previous director of the UWEC academic computing center, has stated, "There is a temptation to let our fascination with these electronic marvels addle our brains to the point where we no longer give ourselves credit for common sense. That's unfortunate, because that's one thing we have that no computer possesses. You should take your time, learn what you feel you need to know at your own pace, and integrate computing in your specialty slowly and deliberately."

The bottom line is that computerization takes time, concentration, and persistence. Giving these efforts, valuable rewards of improved quality, efficiency, and professionalism in the direction of a campus child care center will result.

Effective Interdisciplinary Linkages for Campus Child Care Centers

Violet E. Tomi, Mary Ellen Atwood and Jean R. Williams

The University of Akron Nursery Center is a teacher preparation laboratory site operating under the joint sponsorship of the Department of Elementary Education and the Department of Home Economics and Family Ecology. Historically, the Center program has functioned within a framework of interdisciplinary cooperation. This positive cooperative experience has encouraged extended interaction with other academic departments on the campus, providing benefits to the child, professional staff, credit laboratory students, parents, and the University academic community.

Effective linkages with other university departments is predicated on a basic understanding of the fundamentals of group cooperation. Cohen et al. (1980) states that when work groups can exchange information and activities on a continuing basis, the "reciprocal interdependence" that occurs may be complex but can provide many benefits (p. 307). The authors suggest that physical proximity, more frequent interaction, open information, and the recognition and acceptance of common goals lead to more cooperation. In addition, responsibility for problem-solving and the willingness to share and discuss perceptions enhance cooperative activities.

Bass (1976) and Katz and Kahn (1978) cite the potential for sources of interaction as being dependent upon group members who are geographically close, free to be in contact, familiar and experienced with each other, similar in abilities and attitudes, energetic, and outward-directed. That is, the Center staff must be able to demonstrate an open and communicative attitude toward working with other departments on campus. Kast and Rosenzweig (1979) state that the "task specific" environment affects the individual directly and that this environment is different for each organization. Also, the "task specific" environment is constantly influenced by the global environment outside the institution (pp. 146-147). For example, the Center has experienced many changes in program and operation due to state certification requirements, licensing law changes, and accreditation guidelines. These changes have given the staff the opportunity to work with a variety of perspectives and programs, and has strengthened the ability to cooperate with other disciplines at The University of Akron.

Since 1969, the Center has engaged in cooperative efforts to expand "in-kind" resources that provide more budget dollars for essentials, cooperating with approximately 22 departments on campus as a research site, a practicum experience, and a model program demonstrating hourly, half-day, and full-day programming. Teacher education experiences are provided in each program component to give students a variety of experiences in working with the young child.

Effective Linkages

Identification of resources is the first step in working toward interdisciplinary cooperation. This can be accomplished by surveying the Center staff in a brainstorming session to compile a list of known resources on the campus. Another strategy is to keep records of all students who participate or observe in the Center. Contact is maintained with faculty by sending a personal letter each semester, requesting specific information regarding their students' participation, thus assisting the staff in planning and guiding student participation and observation activities in the Center. At the end of the semester, another letter is sent to each faculty member, thanking them for their participation and requesting their comments. These communication strategies have strengthened interdisciplinary ties providing a foundation for future cooperative ventures in research, theory, application, and funding.

Reaching out to the campus community also requires that the director remain cognizant of staff attitudes concerning their roles in the Center. Teachers can feel threatened by a marked increase of professionals and students from other departments invading their classroom environment. Teachers have strong feelings about continual classroom interruptions and the need to adapt program schedules to provide flexibility for the influx of students into the classroom. Students from other disciplines may be unfamiliar with the program philosophy and application and require increased supervision. This added responsibility for acclimating new students to the Center's classroom environment can be stressful and conflict producing. New teachers on the Center staff in particular need an orientation that includes information and strategies on how to interact with individuals from other disciplines.

The University of Akron Nursery Center has cooperated with many disciplines on campus. For example, the Department of Speech and Communicative Disorders provides speech and hearing screenings for the children each semester. The faculty members come to the Center, supervise speech and hearing students in the testing procedures, provide follow-up activities, and work with the children and their parents at the Speech Clinic on our campus when therapy is indicated. A Speech and Hearing faculty member has provided inservice training on the process of informal screening techniques in the classroom, to detect suspected speech and/or hearing problems. The College of Fine Arts sends students to share their knowledge of ballet and dance and to interact with preschool children.

Children with suspected developmental delays have been observed and tested under the supervision of faculty from the Department of Special Education. Special Education faculty have provided support to the teachers in individual planning and implementation of activities to support the Center's commitment to a mainstreaming model. In return, the students in Special Education have the opportunity to interact with a normal preschool population and experience the planning and implementation of a mainstreaming model.

Mass media students have photographed, taped, and interacted with preschool children to strengthen their interviewing techniques. Reciprocally, the Center staff gained knowledge regarding the technology of photography and video-taping.

The Center for Computer Based Education loaned the Center a computer to use in daily classroom programming. This activity broadened the staff's knowledge of computers and software and enriched the awareness of the manner in which preschool children interact with computers.

Students from the College of Nursing gain competency in observation and recording skills, and in administering Denver Developmental Screenings Test to preschool children. The Nursing faculty has provided training in first aid and the recognition and management of communicable disease to the Center staff.

Constraints to Forming Effective Linkages

In examining the possibility of interdisciplinary projects, all possible barriers should be evaluated. Constraints may be environmental, related to staff attitudes and perceptions, the inability of staff to release their roles to external professionals and students, time constraints, ineffective communication skills, and a lack of an understanding of shared authority.

Environmental constraints include inadequate space to accommodate faculty and students coming into the Center. Space should be provided for testing activities that are quiet, uninterrupted, and without distractions.

The Center staff should be surveyed to determine the amount of time they have available in their schedules to supervise students from other disciplines, and the amount of recordkeeping required to complete the project. The developmental stage of each teacher is another vital consideration (Katz, 1981). A new teacher has minimal amounts of time for new responsibilities and only wants to survive during the first year of teaching. Involvement in additional projects may encourage burnout and disenchantment with the profession as a long-term career. The teacher who has been on the Center staff for a longer period of time may manifest turf-protection behavior that can be counter-productive to effective linkages. The director can be a positive force in exploring staff perceptions and attitudes. In addition, the director can facilitate the process in a manner that insures a successful experience for children, students, and Center personnel.

Communication skills are critical in facilitating children's and students' needs. Communicating well with professionals outside the Center fosters shared authority in the classroom and provides a cooperative atmosphere. Sharing concerns and clarifying directions for faculty, students, and the classroom teacher support cooperative activities in the Center. In addition, the Center staff should have the opportunity to work with the director in planning Projects, discussing concerns and perceptions, providing suggestions, and participating in decision-making.

The Benefits of Effective Linkages

The benefits of interdisciplinary cooperation can be short-term in nature or may be a basis for expanded research, funding, and cooperation in larger interdisciplinary projects.

The child benefits from more rapid delivery of services to address special needs. The teachers and the student assistants benefit from involvement in diagnostic-prescriptive methods which can be incorporated into the child's daily activities.

The Center has access to a diverse group of professionals from disciplines that support the knowledge base for early childhood and child development concepts and methods. The Center can benefit from recognition derived from participation in projects and research.

Pre-service teachers gain access to a broader understanding of the many approaches to working with the young child (Caruso, 1977), and gain exposure to new vocabulary and concepts that may not be part of a specialized education.

Opportunities for research, publication, and application of new methods are expanded and shared. Teachers also have the opportunity to increase their competeny in negotiation, networking, problem-solving, supervision, and communication. Most importantly, the staff receives validation of their professional self-worth from professionals outside the Center.

Summary

A child care center located on a university campus has many possibilities for interdisciplinary cooperation. Maximizing this potential requires a director and a center staff that supports and strives toward building effective linkages, integrating the Center environment with the needs of other departments on campus. These linkages to other departments are formed through a variety of methods including group membership, group consensus, coordination and facilitation of resources, and the willingness to participate in minimizing the constraints that become barriers to cooperative projects. There are many benefits for the child, the center, parents, staff, and the academic community that evolve from positive interdisciplinary interactions. These positive experiences edify the program, the staff, the center, and the University.

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Survival on Campus

Carol R. Keyes

I'd like to start my presentation by quoting what some campus child care people have done regarding accountability and survival. "There are lots of times when I talk to persons at the university that I don't even mention the kids." "We are a commuter campus and send stories to the hometown newspapers, good public relations for the university and our program." "We believe in being visible. I usually send the photographer at our campus one of our calendars showing him where we will be at different times." "About two years ago, I agreed to host a National Coalition for Campus Child Care Conference. A month before the conference I was informed our program might not exist anymore. We had the conference; the president, vice president, and deans became a part of it. Campus people from thirty different states came to my campus. We are still here and we have a new building." "Not only do you need to know who to have as a friend, you need to find out who it is you should not have as a friend." "We provide a needed service and do it well." "Every year I develop an annual report that describes how we are part of the university, how the child care program responds to the President's mission and goals statements." "Campus child care is a marketing tool. All of us love children but it's logical facts and figures, and the ability to put together a political packet within whatever framework you find, that makes a program survive." (Personal communication from members of the National Coalition for Campus Child Care Inc.,1982-present)

Can campus child care centers maintain a high level of quality and be accountable to the university in terms of the university's missions? I think they can if they practice both self-evaluation and accountability. Self-evaluation is looking at your own program and determining the match between what you think you are doing and what you are actually doing. It assumes that you have a philosophy, goals and objectives about children and families against which you can evaluate your practices. This is essential as you seek to develop and maintain a program of high quality, but it is well covered in many other sources; (Bredekamp, 1986, Harms and Clifford, 1980, NAEYC, 1984, Schwartz and Robison, 1985) therefore, in this presentation I will concentrate on accountability, which is not covered as well elsewhere. Accountability is examining how well you match what you are supposed to be doing, according to those who are the sponsors of your program. It is proving that you have a right to exist. Accountability is about survival, survival based upon identifying the goals and objectives related to the university's needs as well as the children's and parent's.

Campus centers should be designed as unique educational and service facilities for families, and all of their features should be based upon the highest principles of quality. Their design may vary to include sessions of set times, flex schedules, day program, evening or both; service to preschoolers, infants and toddlers, or school age or all ages; they must be able to change as needs emerge. As part of a university, a campus child care center's mission should be to serve as a model, demonstrating appropriate developmental curriculum for children,

developing professionals, and designing services for families based upon the needs of those who use the particular centers. Among the benefits of a such a program are recruitment of parents as students; education for children; education for parenthood; a laboratory setting for students.

What is the purpose of your center in the university's terms and do you have data to substantiate those purposes? There are effective sources to use to substantiate your value to the university or your sponsor. One source is published articles that describe the values of campus child care centers; others include the university's own mission and goal statement, or the president's yearly message to the university. A useful strategy is to begin with your own university's statements and follow it with additional quotes from published articles by respected professionals in the field.

Published articles cite the following values of campus child care centers in supporting teaching, research and service on campus, the major missions of a university. (Association of American Colleges, 1982; Cook, 1984; Goodlad, 1980; Keyes, 1984; Podell, 1983) Campus child care centers provide practicums and laboratory experiences for majors in child development, early childhood education, as well as home economics, psychology, nursing, and business. Their presence enables students to take more credit hours and participate in more extra-curricular activities. The centers help address a commitment to the underserved; support affirmative action programs, particularly in their commitment to women and minorities; act as a recruitment tool for nontraditional students, staff, and faculty; and encourage the retention of student parents, staff and faculty. The centers also have the potential to benefit surrounding communities. How many of those services and benefits does your center support and do you have data to prove it?

While published sources are useful, the university's own mission and goal statement is more valuable. Have you read your university's mission and goal statement? Does your campus child care center provide services that support those statements, and do you have data to prove it?

Several years ago one center presented a rationale for their child care center based upon the university president's mission and goals statement, and later began to collect data to support the points listed.

The president was commited to the development of preprofessional and professional programs. The center, as it was, served as a field site for students in psychology, education, speech, and special education. Its assistant teachers were also students in those fields, who benefited by actual work experience with the young children. Another goal was to supply students and faculty with high quality support. What could provide more support than child care for those who had children? A third goal was to provide resources for the solution of social problems. The center served families and many single parents who were returning to work and school. It also, in terms of prevention, provided college and university students, potential consumers of child care, a view of quality child care so that as parents they would know what to look for. A fourth goal was attracting a mix of full-and part-time students from various geographic and cultural backgrounds and equal opportunity and affirmative action. The center helps attract a diversified population. (Keyes, 1981)

What data do you collect?

If your program provides support for any of the above stated goals or, more importantly, from your own university's mission and goal statement, you would collect quantitative and qualitative data to document your support of those goals. Important data to collect include: income to the university from the parents' fees, parents' tuition, and extra fees for service to the community; number of credits the parents take and number they would not take if the center were not here, and demographics of the parents served; service to students for participation, practicum, employment; service to faculty research and other academic departments; number of visitors to the center, and why they came; referrals, technical assistance, and courses given for the community.

How do you collect the data?

For each of the items discussed it's possible to design data collection forms to record the information over time, so that it is accessible when you want to report. Notice that I said **want** to report. Some centers may **have to** but we advise reporting, even if you are not asked. That is part of promoting your value.

It is important to design data collection instruments that are ongoing and easy to use. To keep track of visitors, for example, you can post a sign-in sheet where each visitor documents the date of the visit, the amount of time spent, and the reason for the visit. For semester projects an application form should be designed that describes the department, the project, the supervisor, and the expectations of the student in the center.

A payment record for students can be organized to collect information about the kind of student (part-time, full-time, graduate, or undergraduate etc.), schedule, number of hours per week, major, number, name, and credits of courses being taken.

We designed a survey form that asked for courses taken in the current semester by name, department, and credits, courses and credits taken previous semesters, as well as how many less courses a student would take if there was no child care.

In addition to numbers, it is important in preparing reports to include parents thank-you letters, special information about what children have done, whose children they were, and special services provided for parents, children, students, and administration.

What should be included in the report?

We reported numbers first, and then qualitative information on our annual report (or sometimes semester report). We reported, for example, that the students whose children attended the center took so many credits and brought in so many dollars to the university. In one semester, parents whose children attended the center took 106 credits. In another semester parents who took fifty credits

indicated they would have a loss of $5,000. One year parents took 214 courses and brought in $21,500. If the center were not there, the university would have had $10,000 less dollars, according to parent report.

Sometimes we summarized number of children served, number of hours in attendance, number of assistants, source of children, source of assistants, (graduates, undergraduates, and majors), number of students, faculty, community, and staff who used the center. On different occasions we reported the number of children in a variety of ways, depending on our purpose. It's possible to summarize the number of children who attend each day, the number of different children served; number of hours used for the week by different children; number of days used per week by a child; number of children who spend different numbers of days and hours.

Other items to report include (1) service to parents enrolled in courses in terms of number of parents served, and specific number of students taking particular courses. (The kinds of courses speaks to how many departments on campus are really linked to the center both in terms of parents having children there, and use by students in academic departments). We also listed the courses and numbers. For example you might list:

# students	course
2	elementary education
2	voice and diction
1	hebrew literature
1	bilingual masters
1	accounting
4	law courses
1	fine arts
2	nursing

(2) service to students through employment using a summary of number of students, departments and even income to student. A specific list might include:

# assistants	undergraduate psychology
1	special education graduate
1	masters in elementary education
1	bilingual education masters

(3) Service to students through field placements, projects etc. That data can also be summarized and listed. For example, in one semester students made 100 visits to the center, each visit lasting approximately two to three hours. The visits were for observations, field placement, graduate psychology.

# students	course	description
5	psychology of play	one day a week observation
5	communications	prepare a tv program
1	high school course	observed once a week
1	marketing	marketing plan for the center

(4) special services to families and special services related to university commitments. For example, the university had a strong commitment to serving the disabled. We hired as assistant teachers in the room a paraplegic veteran student and a visually disabled student and her guide dog. We also provided service to a diabetic child and an autistic child while their parents went to class.

Evaluation is also important, and the place for qualitative material. Responses to what do others think of your center (i.e. the staff, the visitors, the parents) are important to document. What did you hope to gain from your experience at the center? and were your goals achieved?

Parents' comments are very important. We had responses to: how did the campus child care center help you? that we had collected from our survey forms. "The child care center is what made me decide to continue my education at this college." "If I had to go on taking only three credits a semester, I would have quit." "The fact that the college had a child care center was a prerequisite for our entrance to the program. It enabled us to follow a full-time study as mother and father while maintaining a sense of family integrity."

In summary, have documentation to describe your center's service to parents by providing care and education for the children while they attend courses; to children by providing care and education for a specific time; and most important, accountability to the university in terms of income in the form of parent fees; income in the form of tuition to the university from parents; employment for students as documented; service to students in courses; public relations from parents happy with the service; community relations by service to children in the community and special events; recruitment, since child care attracts the nontraditional returning adult population. Keep in mind the importance of goals and objectives for yourself and for your program, and goals and objectives that relate to survival on campus. Sometimes they are alike but where they are different we have suggested some frameworks useful for matching your programs' services to the needs of the university, in concept, data collection, and reporting.

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Developing a Comprehensive Child Sexual Abuse Prevention Program at a Campus Child Care System

Elizabeth Phyfe-Perkins and Michael Denney

Developing a comprehensive child sexual abuse prevention program involves the following components:

1. Awareness and knowledge of the issue by all staff. Process to assimilate concepts into overall curriculum.

2. Assessment and possible modification of the physical environment.

3. Written policies and procedures:
   - for the daily operation of the program;
   - for reporting incidences of abuse; and
   - for handling allegations of institutional abuse.

4. Awareness of the issue by parents and establishing a dialogue between parents and staff at the classroom and administrative levels.

5. Within the classrooms and curriculum, implementation and integration of a total Child Safety Program including an ongoing child sexual abuse prevention component.

6. A plan and structure for implementing policies and procedures.

Developing such a comprehensive prevention program demands the conscious allocation of resources: staff time away from children and "some" money for a consultant. In a manner similar to the NAEYC Accreditation Project, developing a comprehensive Child Sexual Abuse Prevention Program can yield many spin-offs, most notably in program development and the professionalization of staff.

In addition, if a child-abuse allegation is made, program administration will have no time to figure out how to respond. Administrators will be caught up in the emotion of the issues. Unless they have a plan in the file drawer, we believe they will have lost the initiative to be proactive--to support the teaching staff, to protect confidentiality, and to reassure parents.

How Does a Campus Child Care Center Begin to Develop a Comprehensive Child Sexual Abuse Prevention Program?

In our case, we wrote up procedures for reporting abuse and handling an allegation of abuse against a staff member (hereinafter referred to as an allegation of institutional abuse). We purchased several sets of materials for both children, parents, and teachers (It's MY Body,Freeman, 1984; Protect Your Child

from Sexual Abuse, Hart-Rossi, 1984; and Talking about Touching, Beland, 1986; etc.). Each center wrote up a Naptime Policy which specified how many adults of varying qualifications would be in the naproom, together with restrictions on physical touch to soothe children to sleep. Several classrooms implemented aspects of child sexual abuse prevention curricula.

Then, we experienced an allegation of institutional abuse. The rest of our talk will center on what really constitutes the development of a comprehensive abuse prevention program.

I. Awareness and Knowledge of the Issue by All Staff:

We recommend four to five training sessions over time with a qualified consultant.

Further sessions might include: case studies in which staff have to write out how they would proceed to gather behavioral data in a clinical manner; what ongoing record keeping systems are needed, how they would approach parents, specifically what words they would use; in what sequence to notify the child protection agency, the parents, and the program director. Clinical interpretation of "soft signs" of sexual abuse and what constitutes appropriate professional action in such cases was followed by a session designed to train teachers to dialogue with parents about this very sensitive issue.

A major issue to contend with throughout training is the pervasive belief that "it can't happen here!":

> "No one on our staff would abuse children."
> "None of our children are being sexually abused."
> "We could never have an allegation because the parents of our children trust us, and we have good communication."
> "Day care centers that do end up with allegations must be "sloppy" or "doing something wrong."

The above beliefs are rarely spoken, but we believe that one knows they exist when staff are reluctant to take part in sexual abuse prevention training and when there is little initiative to learn and implement sexual abuse prevention curricular. It is because of what we now perceive as the need to alter how we think (in Piagetian terms: to accommodate the new information, not just assimilate prevention information into our current thought structures) that we recommend the use of a consultant or trainer.

Real awareness of the many issues surrounding child sexual abuse for early childhood programs comes slowly for all of us, administrators as well as teachers. It develops as you explore the rest of the components below. However, in the case of training of teachers, we have found that simply purchasing resources and mandating implementation of a personal safety curriculum, while it is a good beginning, does not put your agency or your children in a truly protected or preventive position.

II. Assessment and Modification of the Physical Environment and the Daily Schedule:

The next step that flows logically is to have staff analyze the physical environment in the context of allegations of institutional abuse. For instance, staff might ask: are there places where one adult and one child can be unobserved for periods of time during the course of a normal day? If there are (and there will be), then the staff need to come to the realization that the adult is in a vulnerable position for an allegation, and the child is placed in a vulnerable position for possible exploitation and abuse. Staff may readily accept the former, but deny the vulnerability of the child. This is a crucial point in the process. All of us must come to the realization that any one of us might be a sex offender. Exploiters of young children do not look weird, contrary to all the "stranger-danger" information. In fact, offenders are often friendly with children, develop close personal relations with them, and, indeed, are drawn to places where young children are. As the Day Care staff shortage worsens (Whitebook, 1986), the possibility of hiring an offender may be increasing as there are fewer applicants to choose among, especially among the pool of available substitutes.

It is our belief that children are more at risk for sexual abuse, to the degree that adults deny the possibility of an offender being a person known to them (Crisci, 1986, personal communication). Accepting and understanding this concept is a critical turning point in the development of an awareness of the issue among child care staff. As staff become more comfortable with the idea, their professionalism is increased. They can then assess situations (such as being in the bathroom alone with a child who has had a toileting accident) in an impersonal and perhaps more clinical way.

In the beginning, staff may assess the physical environment from the point of view of protecting staff from allegations. Viewing windows, Dutch doors, and wide-angle mirrors may be installed in bathrooms. The placement of nap cots behind four feet or higher barriers may be questioned and changed. The degree of darkness of the naproom may come up for discussion. From there, staff may be encouraged to begin discussing times throughout the day when they are alone with one or a few children out of the eyesight of another adult. Although there are not always any clear solutions (either in scheduling or in environmental changes), the goal is for staff to begin to consider their daily actions and routines with children in a more impersonal light. The possibility that an outsider, casually observing the classroom, may draw conclusions about the adult's behavior other than that intended by the early childhood professional, is an important perspective for teachers to obtain. The physical environment may either support prevention policies and procedures (e.g., by having staff within eye contact of each other throughout the day) or hinder such protection efforts by physically isolating adults and children.

III. Developing Written Policies and Procedures

- for the Daily Operation of the Program;
- for Reporting Suspected Incidences of Abuse; and
- for Handling Allegations of Institutional Abuse:

It is in this area that a great deal of staff development can occur if administrators set aside time for teachers to work together as professional on such tasks in committees. (Committee members may be staff and parents or just staff, as in our case.) The impetus to work on policies such as Diapering, Toileting, and Naptime was certainly heightened by the abuse allegation we had experienced. In the absence of such a motivation, a convinced and knowledgeable staff member may be necessary to keep the tasks and discussion moving.

Essentially, the major turning point in the work of such committees is the realization that staff protection (from allegations) lies within the teachers themselves, and that the Child Care Administration or the University cannot protect them from allegations. It is very common for teaching staff to expect and want "the administration" to write policy. It is important not to fall into this trap for two reasons. One, the teachers know the realities of their schedules and interactions with children, and thus they really do know what needs to go into the policies. Secondly, an excellent avenue for staff development and professionalization, as well as shared leadership, may be lost. In our case, we utilized a second consultant to develop the committee structure until we had developed enough internal leadership and group problem-solving skills to take over the committees ourselves.

Some of the policy issues that were and continue to need to be debated are as follows:

- When are teachers alone with a child? For how long? Is this occasional or daily? What can be done about the child who needs to toilet while all staff are out on the playground?

- How should adults soothe toddlers or preschoolers to sleep? Does rubbing a toddler's bottom stimulate him or her sexually? What if a preschooler asks you to rub his/her tummy? (or genitals)? How do we write procedures for soothing children that the student workers will understand? What "touch" do we need to consult parents about? What documentation is needed?

- When or with what qualifications should student workers be allowed to diaper children, if at all?

- What routine documentation is necessary? Should all toileting accidents be documented? Should they be documented to the parent and/or to the child's file? What do we know about sexual exploitation of children that can inform us in answering these questions?

- If an outsider walked into the classroom and saw a teacher lying down next to a child at rest time, what negative conclusion could be drawn? What does this mean in terms of policy?

To illustrate the importance of the discussion and the process of making, implementing, and monitoring policy, I'll share an experience I had with a committee. Last spring, a policy group had reviewed the naptime policies in order to

devise one policy for all the centers. In the discussion, it became clear that one classroom staff tended to lie down next to boisterous toddlers and young preschoolers. Thus, the group came to the conclusion that the role of a naproom monitor should be assigned to a professional staff member who would then keep an "eye" on the entire naproom. In the fall, when I attended a meeting of the Policies and Procedures Committee, they were reviewing the one naproom policy in order to finalize it. (Yes, committee work takes forever to get a final draft!) One teacher questioned the need for the monitor and others remarked that they were not assigning naproom monitors. In the ensuing discussion, it turned out that particular teacher who had raised the issue had indeed been the one to suggest the assignment of a monitor, as it was his classroom staff that lay down next to children. The policy was eventually rewritten to include guidelines around this issue. For a thoughtful (yet brief) discussion of physical contact and its value in child development, see Mazur and Pekor (1985), Can Teachers Touch Children Anymore?

In writing policies concerning the recognition and reporting of child abuse and neglect, one may refer to various articles on the subject: Meddin and Rosen (1986) and Murray (1985). You also should procure your state's legal statute on mandated reporting of abuse, as well as your state child protection agency's brochures or suggested procedures for reporting.

However, within your agency, you will have many questions and decision points which we suggest you think about before an allegation occurs.

Gerka and Sonneborn (NAEYC Conference, 1986 and unpublished manuscript) advise programs to develop a relationship with the Child Abuse Unit of your police department. Ask questions about their procedures should an allegation be made. They also advise careful delineation in your personnel policies about what will happen to a staff member should an allegation be filed against him or her. In our case, we had specified in advance that an alleged offender would be removed from the classroom and suspended without pay. When the time came, removal from the classroom was viewed by center staff as a lack of trust in the individual on the part of the administration. In fact, we did not suspend the person but assigned him to the Central Office. It is important to think through the potential financial liability to the program in hiring a substitute for three months or longer while maintaining the alleged offender's salary. We feel that this crucial to do in an ethical sense, but it is expensive and needs to be considered ahead of time.

Gerka and Sonneborn (1986) also advise retaining a lawyer in advance to handle the legal aspects of an allegation of institutional abuse. They, and we, suggest that you develop a plan for handling the media. A spokesperson (somewhat distant from the Agency or Center Director) should be identified and worked with in advance.

Creating a well-documented paper trail once an allegation has been made is crucial. How decisions were made and when action was taken may become important issues at a later time. Gerka and Sonneborn (1986) outline the need for a clearly understood decision-making structure that can function during a crisis such as an

allegation of institutional abuse. Issues of confidentiality are interwoven with legal liability issues and should be discussed with legal counsel before and during an allegation.

Our plan for the next investigation/allegation is:

1. The moment we learn of a report of abuse, we will immediately assume the responsibility to gather information regarding the day in question, staffing, procedural irregularities, etc. We will not wait for outside agencies. (Note: State agencies may disagree with this recommendation.)

2. We have committed ourselves to talking immediately with the staff of the center in question. We would establish our own initiative in communications before alternative advisors (e.g., lawyers) and various state agencies which dictate or circumscribe our relationship to staff.

3. We would be sure that we communicate with parents before the case became public (usually around the time of the county attorney's involvement). The direct approach of a parent meeting appears preferable to our previous use of letters. At this time, we would explain procedures and terminology such as the meaning of the word "substantiated."

4. We would handle (or cope) with the media more proactively.

   a. We would NOT announce that a staff member had been relieved of teaching duties.

   b. If the System Director could ascertain that the relevant policies and procedures had been followed on the day in question, and that actions of the staff member had a plausible explanation, then we would make statements to the media that:

      1. We support the investigation into the possible abuse of child and are cooperating fully in the investigations.

      2. We are confident that the center's policies and procedures were followed and that we believe there has been no criminal or inappropriate behavior on the part of the center's staff.

   c. TV cameras and "investigatory reporters" come with the territory. In the future, we would have a spokesperson to be interviewed by the TV ready with a proactive message about the statistics of child sexual abuse, how important it is for all of us to support child abuse investigations, even if

it is painful, and that "great harm can be caused to an individual by premature assumptions or acknowledgements of accusations."

5. We would again have one individual be the contact for the media. We would type up written news releases of exactly what we wanted released, and not rely on conversations which contain "background information" that might be released inadvertantly.

6. We would again remove the person in question immediately from contact with children, using as good a cover story as possible. We will not wait until an investigatory agency tells us to. This is for the staff member's protection as well as sensible ethical practice to protect the alleged or potential victims.

7. The System Director and others would visit the center much more frequently as much-needed tangible evidence of support and confidence by the institution.

IV. Awareness of the Issues by Parents and Beginning a Dialogue Between Parents and Staff at Both Classroom and Administrator Levels:

The aspect of involving parents in sexual abuse prevention work in educational settings has been advocated by Plummer (1986), Beland (1986), Crisci (1983), and Koblinsky & Behana (1984). Several books have been written to assist parents in becoming prevention educators of their children (Fay, 1979 and Hart-Ross, 1984). Sandford (1980) has written the definitive source, The Silent Children: A Parent's Guide to the Prevention of Child Sexual Abuse.

We suggest two levels of communication. Administrators need to "set the stage" for the parent-teacher dialogue. In our case, we held one evening parent meeting led by our sexual abuse prevention consultant who discussed the statistics, the concept of prevention, "stranger danger," and elements of a constructive prevention curriculum for young children. Beland (1986) gives a concise two-page outline of such a parent meeting. Secondly, administrators need to let parents know what policies and procedures exist to protect children at the center and what procedures will be followed if abuse or neglect is suspected by staff. Parents can be invited to become partners with staff in preventing child sexual abuse and in sharing concerns regarding their children with the teachers. Encouraging parents to make announced visits at all times throughout the day is a positive and simple first step.

A further step is for teachers, in small classroom parent meetings, to begin discussing the prevention curriculum and its implementation. This can prove anxiety-provoking and difficult for both teachers and parents. In our case, training of teachers by Crisci, the Prevention Specialist, and role-playing of such a parent meeting helped us prepare. We recommend that administrators attend parent-teacher discussions but not "chair" them. Koblinsky and Behana (1984) cover basic information for teachers to be aware of before such a meeting. However, we stress that the teachers concentrate on the curriculum they intend to implement and encourage the partnership and on-going dialogue they wish to occur.

Crisci (1984) outlines basic points for parents to teach their child personal safety. Further considerations for parents regarding babysitters, really listening to your child, and responding calmly to a self-disclosure by a child are covered. We recommend having books such as It's My Body and Personal Safety Curriculum available for parents to review.

V. Implementing and Integrating Child Sexual Abuse Prevention into the Total Child Development Program:

Teachers need to have an understanding of what constitutes a Personal Safety Curriculum including health, personal safety skills, and life skills. There are several comprehensive resources currently available.

Crisci (1983) deals primarily with Personal Safety in the context of sexual abuse prevention. Her curriculum has been field tested with three-, four-, and five-year-old children. The author has found retention of the four major concepts, six weeks following implementation, of 75 percent, 80 percent, and 85 percent, respectively for each age group. Crisci stresses that the issues of privacy, assertiveness, differentiation of touch, and building knowledge of a resource network need to be integrated throughout the daily schedule and the year-long activities of the child care program.

Beland's (1986) comprehensive curriculum, which has been recently revised, begins with Safety Training, including safety rules, car and fire safety, etc. and moves into many aspects of Personal Safety (answering the telephone, "getting found") to Touching Safety and Feeling Safety. It is recommended as a year-long curriculum resource.

Jalongo (1985) offers criteria for selecting crisis-oriented materials for young children (including child sexual abuse prevention). Ellis (1985) provides a good overview for teachers of what skills are needed by children and how to teach them. Sanford's (1980) text, The Silent Children, although addressed to parents, is an excellent resource for teachers who wish to gain a comprehensive understanding of the sexual exploitation of children.

With staff training, adequate resources available, and a raised awareness, the abuse prevention goal shifts to that of integrating of a Personal Safety Curriculum becomes integrated when staff realize that prevention occurs each time a child is encouraged to express his or her feelings; is helped to think of solutions and alternatives to problems; is given permission to assert him or herself; is encouraged to help him or herself; is allowed to have privacy; and is expected to listen to what others say and feel. With teachers demonstrating on going respect, actively listening to what children say, and asking children for solutions, then the major goals of a Personal Safety Curriculum become integrated in a truly reinforcing way throughout the child's day.

In order to expedite such integration, we suggest staff or committee meetings in which teachers and administrators review program philosophy and daily practices from the point of view of building personal safety skills. Program goals such as building self-esteem, the program's discipline/problem-solving practices, and the

right of children not to participate in a given activity, all take on new meaning from the personal safety perspective.

VI. Planning and Structuring the Implementation of Policies and Procedures:

The committee structure and its interaction with individual center staff meetings are the crux of our implementation plan. For example, committees have collected data on how often anyone is alone with a child in the bathroom. They have monitored non-compliance with naptime policy requirements. Individuals have requested changes in the diapering policy because they were not able to comply, etc.

However, all of this did not occur at once. As administrators, we would frequently remind committee members and staff not to put something down on paper that they were not going to follow daily. This was a difficult concept for staff to "own." Subtly, they believed that what was on paper would be the "protection." We worked a long time to establish the point of view that the policies must "hold water" and that we must be able to demonstrate that they are followed. Professionals need to adhere to a policy even when it is easier not to or when there seems to be little risk in not following a policy.

A major point in our child sexual abuse protection and prevention program is that administrators will be able to document and demonstrate that procedures were followed on the day in question. If a staff member was alone with a child, another staff member was informed, etc. Our protection of staff involves our confidence in their professional conduct, which precludes a serendipitous approach to child care policy and procedures.

We've looked to the medical model, whereby a doctor does not perform a gynecological exam without a nurse in attendance. There are also professional codes of conduct for psychologist, whereby they do not place themselves in potentially compromising situations.

Radomski (1986) cites fourteen criteria that may be used to assess the professionalization of early childhood educators. Although several characteristics deal with staff involvement in setting program goals, communicating program philosophy to others, and articulating the theoretical base of the program policy, is, only implied. Our work has demonstrated that teachers become involved in many of the activities listed by Radomski, when they must struggle with conceptualizing and writing out programmatic policies and procedures. Our staff began committee work drafting the program's philosophy and standards. During the development of a comprehensive abuse prevention program, teachers met in policy committees. In these committees, teachers demonstrated many professional skills, including the capacity to solve problems, to apply practical knowledge, to "define appropriate interactions between staff, children, and parents" (Radomski, 1986, p. 22), and to communicate policies and goals to parents and to each other.

Conclusion

Developing a Comprehensive Child Sexual Abuse Prevention Program involves an extensive commitment on the part of the program's administration: a commitment to allocate staff time, to secure a consultant, to purchase resources, and to face subtle and not so subtle resistance from staff as well as parents. However, it is our belief that the benefits are well worth the effort. As staff become aware through training of the issue of sexual exploitation of children, they may be encouraged to acquire more clinical skills in their observation and analysis of children's behavior. The child care program itself may see the need to adopt more professional standards for record-keeping, for complying with legal requirements of being mandated child abuse reporters, and for scrutinizing their daily practices of such commonly stated goals as promoting children's self-esteem. Through the process of developing a comprehensive Child Sexual Abuse Prevention Program, we would expect more written procedures to emerge through a group problem-solving process that would establish a clearer understanding of professional practice of Early Childhood Education.

Finally, through dialogue with parents, we can help to make the world of the children enrolled in the program safer from the reality of sexual exploitation. If we, as staff, can engage parents in the realization and the active prevention of abuse, we will have gone a long way to disrupt the secrecy and denial of sexual abuse that has served as a protection for offenders.

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P.L. 99-457: A Challenge for Campus Child Care

Ruth E. Cook

The most important piece of federal legislation affecting young children with special needs since the passage of P.L. 94-142 in 1975 became law in late 1986. P.L. 99-457, the Education of the Handicapped Act Amendments of 1986, provides incentives to States to provide preschool education to an estimated additional 70,000 handicapped children three through five, who currently are not now being served. In addition, it creates a new discretionary program to address the special needs of handicapped infants and toddlers and their families.

As an integral part of many institutions of higher education, campus child care centers have long served as models of quality early education geared to the needs of the incredible diversity of young children found throughout the United States. Once, again, campus centers may be looked to as models for and examples of the least restrictive environment in which to serve young children with special needs. To meet this challenge, campus center professionals must become knowledgeable of the provisions of P.L. 99-457 and what it might mean for the operation of campus child care centers. The purpose of this paper is to introduce P.L. 99-457 and encourage campus centers to continue their leadership role in the provision of quality care and education to young children with unique needs.

Services to Children Ages three through five

The Education of the Handicapped Act Amendments of 1986 (P.L. 99-457) extends all the rights and protections of P.L. 94-142 to handicapped children ages three through five years in school year 1990-91. By the school year 1990-91, all states applying for P.L. 94-142 funds will have to assure that they are providing a free appropriate public education to all handicapped children ages three to five. Failure to comply will mean the loss of existing monies currently received for serving young handicapped children under the larger P.L. 99-142.

Services are to be administered through the state education and local education agencies. However, these education agencies may contract with other programs, agencies, or providers to cover the wide range of needed services. Campus centers which have developed quality services for young children with special needs can be a logical agency to receive a contract for services. As noted below, there is flexibility in the type of program developed. Following the lead of P.L. 99-142, children will be expected to be placed in the least restrictive environment. By their very nature, campus centers have provided developmentally appropriate programs for a wide range of physical, mental, social, emotional, and educational needs. They, indeed, may be the perfect choice for the placement of young children with special needs.

Flexibility includes the length of school day which may vary and delivery models which may differ. For example, some children may be in a center part of

the day and home part of the day, in a center for a full day, receive services only at home or only on alternate days. Family services are considered to be extremely important; and where appropriate, services directed to the child's family should be written into the Individualized education program (IEP). It is important to note that centers will not be required to label children by category of disability.

Early Intervention Services

In addition, the amendments provide for a new state grant program for handicapped infants and toddlers, aged birth through two years. The purpose is to provide early intervention services for all eligible children who are developmentally delayed, who have conditions that typically result in delay, or are at risk of substantial developmental delay. Each state will determine the criteria defining delay.

Services may include special education, speech and language pathology and audiology, occupational therapy, physical therapy, psychological services, parent and family training and counseling services, transition services, medical services for diagnostic purposes, and health services necessary for the child to benefit from other early interventions services. Every eligible child and his or her family is to receive case management services.

Timeline for Implementation

To become eligible to receive a federal grant to serve infants and toddlers, each state must, within two years, designate a lead agency to be responsible for overall administration of the program. Each governor must also establish an Interagency Coordinating Council composed of relevant agencies, consumers, and providers. The purpose of this Council is to assist in the development and implementation of the state applications, as well as assist in developing interagency agreements and identifying resources. A considerable challenge will be to offer a young child and his or her family a wide range of service without duplicating efforts or supplanting existing services which have been effective.

By the third year, each state must demonstrate that it has adopted a public policy which provides all the necessary components of a statewide system for providing early intervention services to all eligible infants and toddlers. By the fourth year, a statewide system for providing these early intervention services must be operational.

Components of the Statewide System

Each statewide system must include the following: (a) a definition of the term "developmentally delayed", (b) provision for a multidisciplinary evaluation of each infant or toddler, (c) development of an individualized family service plan (IFSP) for each eligible child, (d) maintenance of a comprehensive child find system, (e) maintenance of public awareness systems focusing on early identification, (f) maintenance of a central directory of services, resources and available experts, (g) maintenance of a comprehensive system of personnel development

and appropriate standards for qualified personnel, (h) maintenance of a lead agency responsible for general administration, (i) implementation of procedures for timely reimbursement from responsible agencies, (j) procedural safeguards for parents and guardians, and (k) a data collection system.

Individualized Family Service Plan (IFSP)

A multidisciplinary assessment and a written Individualized Family Service Plan (IFSP) must be developed by a multidisciplinary team and the child's parents for every eligible child. The plan must meet the needs of both the child and his or her family. It is to include: (a) a statement of the child's present levels of development; (b) a statement of the family's strengths and needs related to enhancing the child's development; (c) a statement of major outcomes expected to be achieved for the child and family; (d) the criteria, procedures, and timelines for determining progress; (e) the specific early intervention services necessary to meet the unique needs of the child and family including the method, frequency and intensity of service; (f) the projected dates for the initiation of services and expected duration; (g) the name of the case manager; and (H) procedures for transition from early intervention into preschool programs. Each IFSP must be evaluated at least once a year, and must be reviewed every six months, or more often if appropriate.

Other Provisions of P.L. 99-457

Of particular interest to campus center professionals is the provision which strengthens interagency cooperation. Multiple agencies are not only expected to pay for the services, but are expected to be involved. Campus centers are accustomed to interdepartmental cooperation and may serve as consultants in the process of interagency cooperation. P.L. 99-457 places particular emphasis on parent training and on providing information to parents of handicapped children. Priority is given to establishment of new parent centers in unserved areas. These centers may train persons who work with parents, including educational personnel. Throughout the country, campus centers often function as parent centers and are certainly involved in training persons to work with parents, as well as parents, themselves.

Responding to the Challenges

How can campus centers respond to the challenges posed by P.L. 99-457? First, campus centers should be serving in a leadership role in providing developmentally appropriate early education experiences for children throughout the country. If centers housed on college or university campuses do not demonstrate quality early education and child care, who will? After all, we have the necessary resources most readily available, in the professional level of people we attract and in the provision of campuswide services and facilities. Where else can center directors find social, medical, psychological, recreational, artistic, and educational services within such close geographical proximity? Who else has so much experience interfacing with and coordinating the myriad of in kind services available? Most of us are uniquely able to marshall the services necessary to provide the highest quality of services to young children and their families in

one of the least restrictive environments possible. We also work with enlightened families who would find pleasure in being connected with an early education center which not only serves diverse cultural needs but diverse developmental needs as well.

What are some specifics we can keep in mind when seeking to meet the challenge of including young children with special needs in our early education programs? We are readily convinced of the importance of the teachers within our programs. It is a blessing that the skills needed are basically the same as those necessary to work with all young children. Of course, there are particular areas in which added emphasis or expertise is desirable. Some of these are listed below. However, it is necessary to keep in mind that whatever skills the teacher may have, research suggests that it is the **attitude** of the teacher which may be the most significant factor in successful integration of special needs children. Those who help to train teachers will be especially concerned with the competences listed here.

Necessary Teacher Competencies*

1. Knowledge of normal and atypical processes and stages in chilren's development.
2. Ability to recognize symptoms of specific handicapping conditions.
3. Skill in observing and recording behavior of individual children.
4. Ability to employ informal procedures in diagnosing educational problems.
5. Ability to prepare long-term goals and short-term objectives developmentally appropriate and consistent with each child's style of learning and observed strengths and weaknesses.
6. Ability to read children's cues and utilize this information in structuring an environment responsive to individual needs and conducive to maximization of children's active involvement.
7. Ability to develop a trusting relationship with children through effective communication.
8. Skill in techniques that enhance positive interactions among children of varying levels of ability as well as cultural and ethnic backgrounds.
9. Understanding and belief in the philosophy that underlies the curriculum model in use.
10. Ability to listen reflectively to parents and to develop through the Individualized Family Service Plan a viable program of family services and involvement.
11. Skill in recruiting, training, and working cooperatively with paraprofessionals.
12. Familiarity with and ability to utilize effectiely resource persons and agencies within the community.
13. Ability ot recognize one's own limitations and to seek assistance when appropriate.

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*Adapted from Cook, R.E., Armburster, V., and A. Tessier. (1987), Adapting Early Childhood Curricula for Children with Special Needs. Columbus, Ohio: Charles E. Merrill Publishing Co.

States are in the process of identifying experimental, demonstration, and outreach programs which are cost-effective. As university communities continued to be looked to as a source of expertise, we are forced into analyzing our curriculum and our educare practices to determine if we are indeed modelling the quality expected of us. As campus child care professionals, it is in our best interest to consider how we measure up to standards we set for ourselves as well as those set by other professionals through accrediting agencies and professional organizations.

Finally, a word of caution. Mainstreaming, or the inclusion of children with special needs in an early education program, consisting primarily of non-handicapped children is not always beneficial. It is without question that the amount or kind of contact with nonhandicapped peers **appropriate** for any given child must be individually determined. Only through careful study and thoughtful analysis of each child and the available educare alternatives can the most appropriate placement be determined. It is vital that campus child care personnel take a leadership role in realizing when it is appropriate to offer their services to yet another special-needs child who may be waiting for the opportunity to realize his or her potential.

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SECTION SIX

The University's Mission of Teaching, Research and Service

Some centers serve as teaching and learning centers for students. Service is an integral part of their work with children and families. Indeed, the unique nature of student parents requires more in-depth service than is often true in other early childhood centers. Included is a paper which addresses the role of campus centers in meeting the needs of this special group of parents. More and more collaborative efforts are developing between faculty and centers as they seek new information on infants and toddlers, computers and children, campus politics, and how to train future teachers most effectively. We have included only a few of the topics of emerging interest. It is hoped that a future volume will be devoted to the extensive research being done in cooperation with campus child care centers.

The Campus Child Care Student Connection: Supervising and Training the Next Generation*

Linda Lattimer

Supervising and training college students is an integral part of any campus early childhood laboratory or child care setting. It requires creativity, sensitivity, and programming skills. Integrating the campus child-related program with student campus life and campus life in general is a necessary tool for avoiding program isolation.

The Selection Process

The connection between student and child care center starts with the selection process. Programs for young children are often fast-paced. College students signing up as assistants under various programs appear on the center's doorsteps in triples and quadruples at the beginning of any given semester: time, therefore, is at a premium. However, the center supervisors and/or teachers must interview a student in a way that is sensitive; seeking information that will determine the compatibility of the student and the child care center.

The Children's Center at the State University of New York at Purchase works with approximately 25-30 students a semester, half of them being newly oriented each semester. To expedite the selection and interview process of accepting students, a student "yellow pages" book was designed.

The yellow pages will freeze needed and crucial information about students that is somehow lost in an interview surrounded by the everyday interruptions of campus center life. The information areas that follow will provide interviewing efficiency and will become part of an open record that parents and other supervisory staff can use to connect and bond with students.

The interviewer should look to accept students with one or more of the following experiences:

- a substantial babysitting record
- children's group activity leader
- parental experience
- sociological, psychological and/or related course background

At the time of accepting a student into the program, prepared orientation packets should be shared with the student. They include:

- government clearance forms (medicals, etc.)
- a center-prepared student handbook
- schedule of student meetings and mini-seminars

*For futher information on different forms please contact the author.

This packet will serve as a foundation for a planned orientation session.

It is always ideal to assign students to classrooms after the orientation session. The orientation session will allow students to assess the give-and-take of the center's operation and philosophy. The orientation allows the director or orientation leader to gain insight on how the student has interpreted all the information previously mentioned. The supervisor will at that time be better able to assist a student in choosing the age grouping best suited for them and their mission at the child care center.

Classroom Assignment Charts

Chart the student's classroom assignments and post them next to each classroom door. Use morning and afternoon.

This again allows another mode in which regularly scheduled staff members, teachers, and parents can tune into the student connection. While it is important for student to see varying facets of an early childhood program, guard against making student comings and goings too splintered and inconsistent for young children. A minimum of four-to five-hour time slots twice or three times a week should be your objective as supervisor. This allows time for bonding to take place between the children and students.

Integration of the Non-Education Major

Colleges with Education Departments will come with their own set of guidelines for establishing a student connection. The use of Visual Arts, Psychology, Social Science, and other related majors becomes paramount for many child care centers on campuses void of Education Departments. Remember that even Education majors are often required to student-teach at the elementary school level, leaving their experience and the center's possibilities for child care student staff with a void.

In working with any major college department associated with a student, you will want to have a good sense of the department's goals and theories. Make it a point to get to know the department or division heads.

Involving students from a cross-section of college life will give the center exposure, therefore eliciting a supportive campus attitude. Other college components for student selection:

- College Work/Study program
- Student government
- Clubs/organizations
- Various academic components (previously mentioned)

The Training Connection

Mini one-hour seminars should be set up with students at the beginning of each semester. Two training sessions a month will give support to the skills you are working to instill. Suggested topics and format should include:

1. The orientation session (suggested previously)
2. First aid and emergency procedures
3. Social/cognitive developmental issues
4. Child care career information
5. Film on family and/or classroom life
6. Shared case-study presentation (if applicable)

Additional ideas for mini-seminars will undoubtedly come from the staff and students themselves. At the end of the semester an appreciation affair is also an important planned session.

Students Interning for Credit

Students interning at the child care center for credit should have a session with the center director as to what the parameters are for case studies and research. Issues of confidentiality and project release forms should also be clearly outlined. Some college departments will issue research and case study guidelines. However, general case-study formats should be presented in the various four forms:

- the diary
- the anecdote
- the interview
- the time sample

Release forms should be prepared using the following model: (Appendix 3)

The Evaluation Process

Students should be evaluated once every semester and/or once every academic year if they are long-term assistants. Content areas of evaluations should be molded to meet the needs of your environment.

Exit interviews can be used to review evaluations and, most importantly, work to assess the student's work in the field of early childhood education.

Conclusion

College students are adults with social and emotional needs. They each have their own unique style for learning. No system of connectors can stand alone without the sensitive communication skills of the child care center's permanent professional and para-professional members. It is the on-the-job direction and redirection from campus center teachers and directors that often connects the student with early childhood education skills. Coordination with campus counseling facilities will also give the student and center a cushion for mutual understanding.

Campus students should feel joint ownership with boards, parents, and staff of the campus child care center. Projects such as open houses, publicity, and fundraising efforts are all a part of the student connection. At SUNY Purchase we have a tradition during the week of the young child, where we hold a fund-raising dinner in conjunction with our students. The parents and board members cook. The students perform in dinner club fashion, and all form a connecting bond for one another and for their love for young children.

Bringing Students from Textbooks to Tots

Carolyn Rybicki and Carolyn Thomas

St. Louis Community College at Florissant Valley has a total enrollment of 12,000 students. The Child Care Assistant (CCA) program is a career program in the Home Economics Department. The program provides an Associate of Applied Science Degree, with 64 hours required in the curriculum. A Developmental Disabilities option to the CCA curriculum provides studies in the area of working with children with special needs.

The program offers a wide variety of courses. Approximately one-third of the classes are general studies; one third focus on child care related courses including theories, techniques, and methods of working with young children; and the remaining courses are practical experiences.

How is theory put into practice? Our program brings textbook concepts into practical experiences in a unique and comprehensive manner, thus Bringing Text-Books to Tots.

The Child Development Center

The CCA program began in 1970, and the Child Development Center (Center), a laboratory facility for the child care students, was established in 1971. The first school was housed in a leased facility and provided three and one-half day programs. In 1973, through the support of grant money from the State Department of Secondary and Elementary Education and Vocational Education matching funds, a temporary building on campus was renovated to provide a unique comprehensive center for training teachers of young children.

Students now have the opportunity to work in a variety of kinds of programs. In addition to the one-half day programs the Center now has full Day Care for three-year olds and four-year-old children, Infant Toddler Day Care, Kindergarten Day Care, Parent Cooperative, and Campus Services (part-time care for students and staff). College students using the laboratory school include: CCA majors in their laboratory and practicum assignments, Diet Technology students, High School senior project volunteers, college work-study students, student teachers from area colleges and universities, and student aides. Besides this direct involvement, approximately 500 observers come through the Center each semester.

CCA Curriculum As It Relates To The Center

First Semester

- Introduction to Early Childhood provides opportunities for students to observe curriculum, environment, teachers, and children before direct interaction with the children
- Child Growth and Development I
- Creative Activities

These three courses give the students the background in observation techniques, theory and methods which benefit them as they move towards their Laboratory experiences.

Second Semester

- Child Development Laboratory
  six hours a week in Center placement
  one hour a week in seminar
- Principles of Preschool

These courses must be taken concurrently as they interrelate with each other in terms of curriculum information and assignments.

Third Semester

Practicum I
nine hours in Center placement
one hour in seminar

Fourth Semester

Practicum II
nine hours community placement
one hour seminar

Center Placement

Explanation of the first Laboratory responsibility is presented during a special class session of the Introduction To Early Childhood class. "Dream Sheets" are distributed for each student to identify their first, second, and third choices as to which classroom they want to participate. Time blocks, primarily in the morning hours, are also selected. The Center Director and college faculty then compile the information, match student personalities with programs, and make assignments. These placements are incorporated in a master staffing plan book which enables the Director to examine the child-staff ratio in all classes. If additional help is needed then work-study students or Child Care student aids (hire Child Care majors) are hired.

Student Orientation to the Laboratory Experience*

The goal of this orientation is to familiarize the student with the Center, their supervising teacher, their assigned classroom, and Center policies and procedures they need to be aware of. The responsibility of working with administration, staff, and parents is also emphasized.

Approximately two weeks prior to the start of classes the students receive a letter which includes:

1. Center placement information
2. Orientation Week Plans
3. TB test information

Center Assignments

- Lab Course syllabus
- Information packet
- Lab Activity Forms
- Practicum Activity Forms
- Teacher Day/Week Forms

Supervising Center Teacher Responsibilities

- Planning and Long Range Forms
- Direct supervision of students during their laboratory/Practicum experience
- Seminars (one hour every other week)
  - Coordinate Plans
  - Techniques
  - Classroom management ideas
  - Individual Child discussions of needs

College Faculty Responsibilities

- Observe (one-way glass available)
- Write evaluations on daily basis
- Indirect supervision of students as they prepare for the laboratory and practicum experience
- Seminars (one hour every other week)
  - Interpersonal relationships
  - Case Studies
  - Techniques
  - Classroom management discussions

*For further information and sample forms contact the authors.

Evaluation/Final Report

The written master evaluation is gone over so student knows what expectations are.

- Individual conferences

Work Study

- Guideline of working with children

Overview Child Care Assistant Orientation

This overview is designed to help the transition into the Laboratory experience. The Center Director covers the following information through slides and discussions.

Time Clock (how to clock in and out)
Health and Safety Concerns
  Health Station
  Nurse's Check of Children
  Minor injury form
  Fire evacuation procedure
  Tornado procedure

Routines
  Phones - where located
    how used
  Washer/Dryer placement

Food Service
  Food requisition form
  Receiving food
  Clean-up of food projects

Activity Room
  Schedule

Playground
  Rules

Resource Room
  Books - Films - etc.
  Rotation of large equipment
    i.e., woodwork bench

Parent Participation
  Parent Library
  Newsletter
  Bulletin Board
  Carnival

How Campus Child Care Centers Can Help Student Parents Cope

S. LaVernn Wilson

Consider this scenario: a young mother of a two-year-old, a single parent on a limited income, whose child spends four or more hours at a campus child care center while the mother attends classes, rushes to the Center to pick up her child. Her appearance is disarrayed. She is impatient. She seems to be at her breaking point! An alert teacher senses the mother's anxiety. On other days this mother is usually warm, unrushed, and cooperative. On this particular day, this mother is a nervous wreck. The teacher had a prepared agenda she wanted to share with the mother. The child, too, has had a bad day. Sensing that it would be inappropriate to discuss the child's day with the mother, the teacher asks the mother what is wrong. The mother explodes! "I've had a terrible day, a terrible week!" she continues. "I've neglected my studies. I've neglected my child. I've neglected my housework. I have a project due tomorrow and I'm not halfway finished! While I was in class, my apartment was inspected. I have twenty-four hours to get it to meet the cleanliness code or I will be evicted. I have nowhere to go!" At this point, the mother begins sobbing and becomes disruptive. The teacher takes the mother to a private area. After several minutes of listening and providing tissues, the mother is calmed down.

This scenario is not uncommon at campus child care centers. Student parents bring to these centers a myriad of problems unique to college campuses. Effective campus child care centers must have the wherewithal to meet these unique dilemmas of student parents. Faculty, staff, administrators, and university support staff must be cognizant of student parent needs in order to provide the best instructional program for young children. To educate a child without taking into consideration parental needs could be a disaster. Goals of an effective campus child care center should include prevention and intervention programs, as well as activities that would help the student parents become successful not only in their academic work, but also in their parenting skills.

This paper then, will focus on those areas of responsibility that effective campus child care centers must undertake to provide emotional as well as cognitive support for student parents. However, before detailing these areas, a background on student parents needs to be discussed.

Student Parent: A Different Kind of Student

Student parents encounter many pressures that lead to student burnout, parental stress, and individual stress. They are: (1) pressures and stress from school work, (2) limited financial resources, (3) lack of extended families, (4) personal search for identity, and (5) perception of what is and what should be.

1. Pressures and Stress from School Work

In surveying student parents at the SIUE Early Childhood Center, parents felt that being able to attend to their parental duties and responsibilities, and meeting the rigorous demand for academic excellence, caused them to feel a great deal of pressure and to experience stress.

Their children are not able to comprehend the demands of academic life. Words like "term paper," "midterm examinations," "practicum," "experience," etc. are foreign words to the young child but must be translated literally by student parents. Those student parents who also have a non-student spouse feel that their loved ones, like their children, do not comprehend why schedules are juggled, social activities are limited,and routines are disrupted. Student parents want to succeed. When they are not able to communicate their frustrations or find relief from their hectic schedules, they experience stress. The child suffers; the spouse suffers; the parent is a candidate for failures.

2. Limited Financial Resources

Financial demands and obligations are unique to the student parents. Student parents have to meet financial obligations on a very limited budget. For example, a single parent, mother of three whose major income is derived from a graduate assistant's salary and student loans, is responsible for meals, rent, books and fees, clothing for herself and her children, automobile maintenance and insurance, and child care. If any adult social interaction is desired, these parents must have money for entertainment and for child care. Even student parents with spouses who provide support still experience financial difficulties. The additional costs for child care, tuition, and books can deplete a well-planned budget. A most drastic revelation to financial planning is that after completion of college, there is no guarantee that the financial constraints will change. The job market does not guarantee employment to all college graduates.

3. Lack of Extended Families

Student parents may not have the support of extended families. Grandparents are not readily available to relieve a crisis situation. Family members may not understand the need for the parent to attend college and, therefore, are not supportive of the parent's needs. Many times, student parents are surrounded by strangers in a strange environment.

4. The Search for Identity and Personal Growth

Education does liberate the uneducated. Through this liberation, the student parents are in contact with many values. With the student parents' need to be better educated, also comes the student parents, need to have their own identities. As student parents learn new discipline, they also learn about themselves. In their attempt to shed old values and wear new ones, they find themselves encountering dilemmas that impact on their personal development. Because of the availability of self-help courses and seminars at the University, student parents

participate in growth enhancement activities that may create problems in their lives. These problems may be disclosed and felt in campus child care centers. While the parents are "finding themselves," their children want them to play outside in the sand pile.

5. Perception of What Is and What Should Be

Student parents are faced with the conflict of trying to be "super parents." Already feeling guilty about being students, these parents try to balance student life with parent life. When they are unable to fulfill their student and parental responsibilities and obligations, they feel guilty, unproductive, and unsuccessful.

What Can Centers Do?

Given the fact that nearly forty percent of the students on college campuses are over the age of twenty-five, and the fastest growing element of the student population consists of women over the age of thirty-five, many with children, campus child care centers must have programs and activities that will meet these parents' needs. Professors, professional staff, and university administrators must be supportive of these women returning to school. They must provide programs and services to help quell the anxieties of student parents.

An effective campus child care center must have the following goals:

A. Promote Positive and Effective Communication Among Student Parents and Staff

1. Provide staff with the following training:
   a. empathy training,
   b. attending and listening skills,
   c. understanding of some of the high stress times of student parents, i.e. midterms, finals, illness in family, divorce and separation, tuition deadlines,
   d. issues in child development, especially current research on cognitive, affective, and psychomotor skills of young children.

2. Schedule formal parent conferences.

3. Develop a monthly newsletter to include the center activities, dates to remember, and activities for parents on campus.

4. Post and change a parent bulletin board weekly; include information on child development, job opportunities, events on campus, parent support group meetings, policy changes.

5. Organize a parent interest group.

6. Provide social activities for parents only in which the center provides child care.

7. Provide the parent interest group with a place for meeting as well topics for discussion and/or consultants.

8. Allow and encourage parents to visit the center and interact with children and staff.

9. Set aside a private uninterrupted room for parent conferences.

10. Assure parents that confidentiality prevails.

11. Offer guidance to help parents solve problems.

B. To Provide Student Parents with Accessible and Available Resources one must be aware of the campus and community resources. At SIUE, the following services are available:

1. Speech and Hearing screening and evaluations.

2. Dental screening.

3. Reading clinic.

4. Counseling services.

5. Legal services.

6. Counseling and diagnostic evaluation of sexual abuse.

C. To Understand Differing values and Attitudes... and the impact of these differences on effective interaction and program development.

College campuses have very diverse populations, cultures, and life-styles. Staff must be aware of these and not be judgmental. Staff members must be sensitive in handling:

1. Children who do not celebrate holidays or birthdays,

2. Families who are vegetarian,

3. Separated and divorced parents, and broken families who have dual custody,

4. Children from other countries,

5. Children who do not speak English.

D. To Foster University Support for Student Parents

1. Have guest speakers on topics of interest to parents. Examples: self-esteem, toy selections, etc.

2. Plan parent/child night at the movies.

3. Family swimming parties.

4. Demonstration for children of "Personal Safety."

5. Maintain low fee schedule.

With this growing group of students on college campuses, a campus child care center has a responsibility to these parents in assisting with the adjustments the student parents must make.

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Co-investigation with Infants On Campus

Annette Axtmann

In the 1920's, the child study movement gave rise to a number of laboratory schools for children on campus. Child care was not a major consideration in the design of these schools. It became so, however, in the 1960's, with the advent of the women's movement and the increasing need for child care support for university families as well as families across the land. In the 1980's, we are beginning to integrate child care support with research and intervention programs for special populations, as well as the professional training of students. At the Center for Infants and Parents at Teachers College, we find that infant study and infant care in the same setting create a learning environment in which the students, babies, toddlers, parents and faculty are constantly asking questions, gathering information, and asking more questions. A question may emerge from a student's observation of a baby, from a research report or, perhaps, from our attempts to develop an intervention strategy for a baby at-risk for normal development. As our infants respond to one another, investigate objects and activities in the child care settings, as well as ourselves as caregivers and the parents, we are able to learn from them. These co-investigations formalized through our service, research, training and outreach activities, are balanced for the well-being of our families through the day-by-day decisions we make as we work together. In each decision, whether it be the enrollment of a family or a student, a research design or outreach activity, we ask ourselves how an action might or might not influence our ability to strengthen and support the relationships between the infants and parents in our care.

The Center for Infants and Parents originated out of the increasing need for child care on the Columbia University campus, documented in 1980 as infant care to include parental involvement. A proposal to Teachers College, yielding in-kind support in the form of space at the College, was followed by a start-up grant from a foundation interested in infant mental health. The service program opened in 1982. During that year, we wrote the first course, which enabled students to study and work for credit on-site with the babies, toddlers, and their parents. The Center now offers a variety of options for the study of infancy, with six interdisciplinary courses as well as an MA, EDM and EdD. As we believe it is essential for the students to work directly with the infants during a period in their study of infancy, the academic program provides the direct service required for the infant care program. This service-for-credit arrangement is carefully monitored by a professor of the College who is also the director of the Center.

Erik and his mother provide an illustration of how this integration of the academic and service programs can work to help improve the quality of infant care at the Center. Erik was six weeks old when he and his mother came to the Center for the Developmental Visit which, with an adjustment period, helps establish a reciprocal working relationship with the parents before their child is enrolled on a regular basis in the group care setting. During the visit, we assessed Erik's

developmental characteristics through a variety of precise tasks, such as the 'pull-to-sit' task (Bayley, 1969). The director and Erik's mother shared the administration of these tasks. Then we asked Erik's mother about her pregnancy, the birth process as it involved Erik's father, and other aspects of Erik's history. We asked her to identify his cries. Were they different from one another, and how? Erik's mother gave us this information verbally, while Erik at six weeks provided his part of the information more directly through his behavior. For instance: Erik's mother told us that Erik at two days old: "responded differently to his father, with more animation, than Erik did to the nurse who was 'very good with him.'" She also told us: "At three weeks of age I left Erik at home alone for three hours with a babysitter. The babysitter told me that Erik was very restless and cried throughout my absence. When I returned and took him from the babysitter, he stopped crying immediately." These descriptions might be discounted as evaluations influenced by a mother's own feelings upon separation from her baby. However, they gained credibility and interest as we observed Erik's behavior later during the visit. Erik's mother held him in her arms with his body against hers. His arms were out to the side and slightly around her body. She gave him to the student who was assigned as his primary caregiver. As she did so, his arms came down between his body and the student. He placed his forearms between himself and the student's body, pushing her away. His mother said: "He knows it's not his mommy."

This information gathered through parent interview and direct observation of a baby raises some interesting questions regarding the separation/individuation process as described by Margaret Mahler and others in The Psychological Birth of the Human Infant (1975). Mahler's view that babies experience a symbiotic fusion with the mother at birth and during the first few months of life has been challenged by Daniel Stern in The Interpersonal World of the Infant (1985). Stern writes that "Infants begin to experience a sense of an emergent self from birth," (p. 10) which guides their increasing ability to organize themselves in relation to others around them. Thus, Erik's behavior and his mother's descriptions of Erik at three days and three weeks provided exciting data when we discussed the differences and similarities between Mahler and Stern in the weekly seminar held for students taking the two theory/practice courses at the Center. Such discussions, based on readings, direct observations and experiences with the babies and toddlers, seem to increase the students respect for the infants. Caregiving which includes the introduction of an object or, perhaps, a decision to offer a bottle now or later, becomes more finely tuned to the actual clues offered by the infants to the caregiver through the infant's behavior. Respect for the parents is also enhanced, and this helps make reciprocity between parent and caregiver a dynamic, joyful experience for both caregiver and parent. Our study of Erik is ongoing, as he will be with us at the Center until he is three years of age. At that time, the records in his file will be used for a summary of his development from the time he was six weeks of age until he is three years old. This final report and the periodic reports on his development, which are shared and modified after consultation with his parents, are written by the student to whom he is assigned at the time as part of the student's course work. Thus, infant development comes alive for the students and is learned as a human process, dependent on the individuality of the infant within the context of his or her family.

Research at the Center is initiated through pilot studies conducted by the students, again as course work. These are usually case studies, as is the Center's current research project. As demonstrated by Selma Fraiberg in her seminal study of blind infants (1977), we find that the observation and interview procedures used to gain new information tor research designed as a case study can contribute substantially toward the well-being of infants and parents under study. The emergence of peer relations in the first year of life is our current research project. This project grew out of the delightful, and often surprising, interactions among our babies and toddlers, which we have been documenting since we opened the Center in 1982. Questions we are asking relate to a possible continuity between the infant's individual behavior with her parents and the same infant's responses to her peers.

Jake's interactions with his peers are of particular interest as he was, identified as failure-to-thrive* at six months. He came to the Center when he was nineteen months of age, a forlorn withdrawn little boy with an overall delay of six months. At thirty-six months he has maintained the developmental delay, but he can now be described as very lovable and, indeed, on some occasions as joyful and sociable. These occasions are usually presaged by an enthusiastic and robust greeting extended to him by Billy, who is developing normally at twenty-six months of age. After a bombastic roll on the floor with Billy, he seems to smile from the top of his head to his toes and, perhaps most importantly, he will initiate his own participation in a group activity. Jake seems to manage himself more competently when he, himself choses to participate in an activity. At thirty-six months ten days, his arrival at the Center was greeted by Billy with a huge hug. Billy released Jake and turned away, whereby Jake ran after Billy to join him and one other child at the chalk board. With care and some gravity, Jake labeled the color of each piece of chalk as he took it from the box, made a few marks, and then replaced it for another piece. Moreover, he focused his attention on the marks as he made them, while at the same time he observed the marks of his peers, as they drew alongside him. This is somewhat unusual for Jake, as he is often observed running about the room in a random fashion when not directly engaged by an adult, and he uses few words understood by the students who care for him. It is our hunch that Jake's opportunity to be with Billy and the other children is very important. Is this peer-therapy? Few children diagnosed as failure-to-thrive have Jake's opportunity to interact within a group care setting with normally developing children. Perhaps we can consider the opportunity to interact spontaneously with peers of possible value for children similar to Jake, who have been identified as failureto-thrive. We hope that our case study of Jake may lead to a more systematic study, of use to others outside our College.

These and other issues which pop up every day bring excitement to the active yet academic atmosphere at the Center for Infants and Parents. Truly, child care can enhance child study when these two traditional approaches to a school for children on campus are brought together through co-investigation by students, infants, parents, and faculty!

*Cessation in growth with no apparent organic etiology

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Computers in Early Childhood University Programs:

Meeting the Needs of Nursery School Staff and Children, and University Students and Faculty

M. Susan Burns, Jan Tribble and Sarita Ganitsky

It is important for Early Childhood Education faculty to participate in research within child care centers and lab schools. Our goal was to have a project which would enrich faculty research and the research skills of students, while also providing information and a possible service that would be helpful to the nursery school.

This paper includes information on what we view as a successful collaboration with the Newcomb Children's Center. We are presenting this information because our experience may help University center staff think of ways to collaborate with faculty and students to meet the needs of the Center's staff and children.

Our presentation includes information on how we got involved in this project, an overview of some of the research on computers in Early Childhood Education, and data on and elaboration about our experience in the classroom. Our review is based on the assumption that: 1) computers can be a successful and meaningful part of young children's early educational experiences[1] 2) that when computers are added to preschool programs they should not replace learning centers such as blocks and socio-dramatic play and art; and 3) that a computer in the classroom does not interfere with children's social interaction with peers.[2]

Computers are being added to many programs for young children. Bowen noted that in 1984, 25 percent of preschool programs had at least one computer, and that by 1989 close to 100 percent of programs will have computers. Educational programs often add a computer before considering the reasons for its inclusion in the curriculum. The difficulty this presents is that computers are going to be a part of children's lives and, if their early experience is negative, they might have been better off not being introduced to the computer until they are older.[3] Therefore, before computers are placed in classrooms, clear goals have to be defined as to <u>what</u> children are expected to learn from computer instruction, and also as to <u>how</u> teachers are expected to interact with the children during computer activities.

What is the Nature of an Ideal Computer Environment for Young Children?

We propose that the use of the computer solely as an independent activity for young children may be a mistake. Teachers need to be involved in meaningful communication with the children, helping them to relate the thinking processes used in the computer program to other school activities and to other facets of their lives. Ultimately, teachers provide children with information that will enable them to work with their peers with minimal teacher involvement.

We propose that a mediational teaching style be used in interactions with children while they are working on the computer.

A mediational method of teaching (as defined here) is one example of instruction based on the need for scaffolding. Scaffolding is a "process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his (or her) unassisted efforts."[4]

Wood[5] defines five levels of scaffolding instruction that are often used by teachers of young children. These are as follows:

Level 1 - Adult verbally invites the child to enter into task activity (not really instruction).

Level 2 - Adult verbally establishes parameters which would guide the child's search for the materials to be operated upon (e.g., What are you going to do today? Do you remember what the turtle can do?).

Level 3 - Adult intervenes in the selection process itself by indicating materials to be used (e.g., You can draw lines, circles, etc.)

Level 4 - Adult intervenes not only in the selection of the materials but also in their actual arrangement (e.g., Why don't you make this butterfly?)

Level 5 - The instruction is a full demonstration in which the adult takes appropriate material, prepares and assembles it while the child looks on (e.g., demonstrates how to make a butterfly).

If children have a great deal of difficulty with a task or a part of a task, a full demonstration may be needed. If children have a more indepth understanding of a task component, only a verbal invitation or a comforting "okay" is needed as instruction. In summary, the instruction given to children is contingent on the children's level of understanding of the task.[6] Therefore, the adult provides a scaffold for children's new learning but only gives enough instruction so that the children are taking an active part in incorporating the new learning. Of course what we ultimately want is for children to become independent users of the thinking processes necessary for assimilating new information.

At all levels of instruction, mediators do the following types of things:[7]

1. Arrange the environment so that learners will encounter certain experiences. (For example, they set up EZ-Logo experiences so that children have the necessary time and resources to learn the program).

2. Help learners notice various aspects of their environment and separate relevant from irrelevant information. (For example, in

making a corner with EZ-Logo, it may be best to turn the turtle to the right, but if one is turning the turtle in the complete opposite direction, it makes no difference whether you turn the turtle to the right or to the left).

3. Help learners acquire general principles from specific experiences. (For example, saying, "It is great that you planned your answer before you moved the 'turtle'. For what other activities do you have to make plans? Plans are important in many aspects of out lives.")

4. Help learners make connections between their current experience and previously acquired knowledge.

The teacher's role in computer instruction (in relation to meeting the stated goals) is multidimensional. It is clear that lesson plans similar to those of any other classroom activity need to be developed when using computers.

In summary then: 1) teachers initially have to provide mediation to enhance children's problem-solving skills as they learn new software; 2) teachers have to move out of the continuous instructional role, as children use these problem-solving skills independently; and 3) the software used must have the potential to provide a scaffold for children's continued use and development of problem-solving skills, while interacting with the computer in a fairly teacher-independent manner.

Newcomb Nursery School has a child-centered program in which the child makes many personal choices about what materials and activities he or she wants to use. When we introduced the microcomputer into the transitional classroom, we wanted to effectively integrate it into the class, by matching our goals for its use with those already in effect. This is what guided us as we confronted the management questions that inevitably arise. Some of the management questions we confronted were: 1) When and how often should the computer be available? 2) What should be the role of the adult? 3) What programs would be appropriate, and how should we decide which program to introduce first? 4) How should new programs be introduced? 5) Should one program be available at a time, or should children be able to choose? and 6) How to regulate turns on the computer?

The answers we formulated to one question clearly effected decisions made in other areas. Based on the research done on scaffolding, we felt it was important that an adult be available at the computer to help structure the task, so that all children could be successful in using this new material. We set up a schedule where the faculty member or graduate student brought in the computer for one hour a day, five days a week, during free play time. The computer was only one activity out of many the child could choose from. Therefore, all use of the computer was voluntary. The adult could structure her teaching so that it was appropriate to the child's level of skill. This included providing high levels of scaffolding, as described earlier in the paper. As the children became more adept at working on the programs, the teacher reduced the directiveness of her interactions. After the children were fairly proficient on the computer, we tried moving

the teacher back away from the computer for several days, as more of an observer. We did find that some children continued to direct responses back to her. They weren't just asking specific questions, but seemed to want to share their own excitement about something that they had done. Also, some children exhibited more indiscriminate use of the computer, randomly hitting keys, turning the monitor on and off, etc., when the adult has not present. Overall we felt that the presence of the adult as a facilitator was important to the quality of computer use.

The programs that we chose to use were ones to facilitate problem-solving, planning, etc.[8]

The first day that we brought the computer into the classroom, all the children who were interested approached the computer. The teacher worked with one child showing her how to do the program, as others watched. We emphasized that we would be in the classroom once a day and that there would be plenty of opportunities to work on the computer, since we knew that not all of the kids would have a chance those first several days. We then gave other individual children a chance to try, as classmates sat or stood nearby and watched. As the days went by and some of the children knew the procedures, we would let them show children coming up for the first time. This seemed to work well. Children learn best about how to work on computers by working on them, not by listening to teacher-directed group instruction.

When the computer was new to the classroom, we limited children to a turn of three minutes each, so that more children could explore this new material. Our turn-taking procedures evolved over time. At first we would have the children sign up for turns when we brought the computer into the room. We found that many children signed up and then left for other activities in the classroom. We were having to track them down when it was their turn, sometimes interrupting an activity in which they were currently involved. We finally settled on signing children up as they came up to sit at the computer. If they chose to leave, we just marked them as having left. We encouraged the children to work together, but honored the wishes of those children who preferred to work alone. Our general rule was that a child could work at the computer until he or she was finished. If other children complained about having to wait, we would direct them to negotiate with the current user, by asking him how much longer he would be, or expressing their urgent desire for a turn! However, the final decision was with the child. This removed the teacher from policing the children about the time of their turn. It was also more in keeping with the policy regarding use of other materials in the classroom.

After a majority of the children had become familiar with several programs, we allowed them to choose which program they wanted to work on. Again if there was disagreement among a group of children about what program they were going to use, we would vote, or agree to use one for awhile and then try another. During the current semester as we have introduced more new programs, we prepared a picture menu to help them visualize which programs are available to choose from.

We kept track of what children used the computer, what program they used and how long they stayed at the computer station. The adult put down the time that they came up to the computer and the time they left the station. This recorded time included watching, working in a group, and working alone. Later we went back to these daily records and calculated total time that children worked alone, in a group of two, or in a group of three or more.

Results

From October to December the average amount of time the children used the computer per day under the three conditions was: 7.0 minutes alone, 7.3 minutes in a group of two, and 8.4 minutes in a group of three-plus. To give you a feel for the individual differences in total time spent, the range was from 32 minutes to 574 minutes. For females the range was 32 minutes to 247 minutes, while for the males the range was from 65 minutes to 574 minutes.

Many investigators propose that there are sex differences in the use of the computer. We analyzed our data according to females and males to see if we found any differences. Our initial reaction was that, overall, several of our boys were by far the biggest users. We also had several groups of boys who routinely worked together at the computer. We were not as aware of a regular group of three or more girls who worked together. There was one girl who seemed to spend a large amount of time at the computer. She had difficulty with some of the programs in the beginning, but seemed determined to figure them out, and showed up first at the computer on many days.

First we looked at the females working alone compared to males working alone. We found no significant differences. We found a significant difference between females in a group of two (mean 50.71 minutes) and males in a group of two (mean 81.91 minutes). The difference between females in a group of three-plus and males in a group of three-plus was significant. We found a large difference of 50.14 minutes in mean use (70 minutes for males compared to 19.86 minutes for females).

Next we looked at the three working conditions within the two sexes. For females, we found a significant difference between working alone (mean 61.14 minutes) and in a group of three-plus (mean 19.86 minutes) as well as between working in a group of two (mean 50.71 minutes) and in a group of three-plus (mean 19.86 minutes.) For the males the only significant difference between conditions was found for alone (mean 58.91 minutes.) and in a group of two (mean 81.91 minutes.).

What meaning can be draw from these findings? Over time, if encouraged, children can certainly work in groups at the the computer. Our data thus far seem to suggest that boys are more likely to work in groups than girls, although boys overall seemed to use the computer more than girls during this time period. We are interested in finding methods that can be used to encourage girls to work (especially in groups) at the computer. We will be introducing a computer program that involves literacy skills (Talking Text Writer) during this semester. It will be interesting to see if this type of program encourages use of the computer by

girls more than the problem-solving types of programs that were reported on here. Finally, we did not find that working at the computer was an isolating experience. The computer, as introduced in this study, seemed to promote positive social interaction in much the same way as other more traditional materials.

Footnotes

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[8]See Choosing and Using Software with Young Children by M. Susan Burns. Available from School Age Notes, P.O. Box 120674, Nashville, Tennessee 37212.

Communication Strategies with Student Teachers

Georgianna Cornelius

Introduction

Individuals with supervisory responsibilities range from executive directors in large agencies, to those whose primary responsibility is to teach young children. Frequently, supervisors are program directors, education coordinators, university supervisors, and consultants (Caruso & Fawcett, 1986). The number and variety of professionals in supervisory roles is enormous. A great deal of confusion lies in the multiple roles of the supervisor in early childhood. Frequently, the supervisor is the lead teacher or director, who is experiencing tremendous stress and operating with little time, resources, or support. For example, Caruso and Fawcett (1986) divide the role of head teacher into nine dimensions of responsibility!! The head teacher works with other teachers, parents, children, students, volunteers, auxiliary staff, aides, outside consultants, and education coordinators. One wonders when there will be adequate time for any quality supervision. One of the most important functions of the supervisor is the conference following the observation of a teacher.

It is the purpose of the present paper to present and suggest several effective strategies that will help increase the quality of the supervision process. Specifically, the strategies involve the dynamics of communication between supervisor and the student teacher (Almy, 1975). Many consider the conference as the heart of clinical supervision (Caruso & Fawcett, 1986). It is the time when the supervisor and student teacher come together to jointly address problems or concerns. It is certainly an arena where communication skills shape, direct, and determine the quality of professional exchange and growth. Others (Blumberg, 1974; Cogan, 1973) have described the conference as a guarantee of systematic communication. Clearly, the success of the conference depends upon the clarity of communication.

Caruso and Fawcett (1986) have described four strategies of conference communication: 1) nonverbal communication, 2) active listening, 3) silence, and 4) asking questions. Whereas Madeline Hunter (1978), in earlier work, has described six types of supervisory conferences:

1. Type A Instructional Conference
   Purpose: to identify, label, and explain the teacher's affective instructional behaviors, giving research-based reasons for their effectiveness.

2. Type B Instructional Conference
   Purpose: to stimulate the development of a repertoire of effective teacher responses, so that the teacher is not limited to those most frequently used.

3. Type C Instructional Conference
   Purpose: to encourage teachers to identify those parts of a teaching episode with which they were not satisfied.

4. Type D Instructional Conference
   Purpose: to identify and label those less effective aspects of teaching that were not evident to the teacher, and to develop alternative procedures which have potential for effectiveness.

5. Type E Instructional Conference
   Purpose: to promote continuing growth of excellent teachers.

6. Type F Evaluative Conference
   Purpose: To summarize what has occurred in, and a result of, instructional conferences.

Needs for the Study

Given the importance of communication skills in conference, it seems important to explore questioning strategies in the post-observation conference of the student teacher. The student teaching field experience has been established and documented by many researchers (Peters, 1986; Katz. 1977; Silin. 1985) as a critical developmental stage for training teachers. For many students, it is an intensive, stress-related period. Students attempt to apply in professional practice what they have learned in the academic setting. For many, this is not an easy task.

The value and necessity of the conference following the observation of the student teacher seems quite clear. It is an important time for the student and supervisor to evaluate and discuss issues, and effectively plan for potential growth. The success of the conference depends heavily upon the clarity of communication between the supervisor and the student teacher.

Communication between student teacher and the supervisor is a critical element of the learning process in teacher training. Through observation, the student teacher absorbs the strategies and procedures of an effective role model. But, it is through reflection and discussion between the supervisor and the student that specific teaching behaviors are identified, discussed, and assimilated by the student teacher.

Purpose of Investigation

The purpose of the study was to examine the post-observation conferences of ten student teachers. Specifically, four questioning strategies were used with each student in efforts to analyze conference communication. Several questions were of concern. Does the student teacher verbalize more when they are in control of the conference? Are specific questions more effective than general ones in a conference? Do questions regarding learner behavior rather than teacher behavior elicit long responses?

Methodology

The sample consisted of ten preservice student teachers in early childhood education. All students teachers were females, and ranged in age from 18 to 25 years. All students were student teaching at least 25 hours per week and were majoring in Early Childhood Education. Procedurally, for each student the conference (Cogan, 1973) was tape-recorded. For each student teacher a total of four conferences were taped, and four different communication strategies were utilized. Only one strategy was used during each conference. Conferences were not combined. Nine days passed between each conference. One strategy represented a focused conference controlled by the supervisor. The second was a focused conference controlled by the supervisor. The third strategy involved organizational issues, and was a student-directed conference. Similarly, the fourth involved the student controlling the conference, but with reflective questions.

All four strategies shared three basic principles of supervision:

1. Teaching is behavior that can best be improved through analysis of the behavior.

2. Principles of learning that apply to students also apply to teachers.

3. The supervisor's conference should have a purpose.

The questions and issues of who is controlling the conferences distinguish among the following four strategies. Each strategy was used in the same order with all the student teachers.

I. Strategy One (Broad, questions, supervisor-controlled)
Questions

   a. What did you learn about teaching?
   b. How did it go?
   c. How was your lesson?

II. Strategy Two (Focused on affect of student, supervisor-controlled)
Questions

   a. How do you feel about your learners' behavior?
   b. How do you feel about your teaching strategy?
   c. How do you feel about the questions or materials you used in the lesson?

III. Strategy Three (Organization/goal focused, facilitated by supervisor, student, controlled)
Questions

a. Did your children understand your specific learning objectives?
b. Do you believe you were organized for the children?
c. Did you plan effectively for the lesson?

IV. Strategy Four (Specific, reflective/student teacher-controlled)
Questions

a. What did you like about your lesson? How would you change it to improve it?
b. What skill areas were you hoping to develop in your learners?
c. How did your learners feel about their learning experience?

Within each of the four strategies used, the supervisor's response focused on the behavior of the student teacher, rather than the person. Supervisory statements were based on observation rather than value judgments or inferences.

In addition, supervisory feedback was formulated so that a manageable amount of information could be assimilated. The purpose of the focus was to serve the needs of the student teacher, not the supervisor. The questions were asked at the beginning of the conference, following a brief greeting and verbal exchange. Clinically, each conference cycle followed the following format: (a) pre-observation conference (3-5 minutes), (b) observation phase (20-40 minutes) and (c) post-observation conference (10 to 40 minutes).

Taped conferences were analyzed in four areas:

1. Length of time of the conference.
2. Specific comments regarding teaching behavior.
3. Specific statements regarding learner's behavior.
4. Specific statements regarding change(s) in teaching behavior.

Results

Results showed that the length of conference time varied across the 4 communication approaches. For strategy, one conference time was from 3 to 12 minutes, whereas for the reflective, student-controlled conference (strategy 4), conference time was 13 to 36 minutes.

Specific statements about teaching behavior were longer and more positive for the student-controlled conference, in contrast to the supervisor-controlled ones. Statements for the reflective student-controlled conference were as high as 36. Whereas, for the focused supervisor-controlled conference, teaching statements totaled nine.

Specific statements in learner were brief for both strategy one and two. Both of these strategies the total number of statements totaled forty-seven. For strategy three and four, the total number of statements regarding learners was 123.

The results focusing on specific statements regarding changes in teaching behavior for strategy one were zero. For strategy two, fourteen statements were verbalized regarding change in teaching behavior.

Summary

There are multiple ways for supervisors to improve their performance in a post-observation conference. Like the student teacher, supervisors must systematically analyze and question their own behavior. Self-analysis takes time. Audiotaping provides an accurate, very revealing record of the postobservation conference.

There are many variables that prepare and build successful conferences. The clarity of communication between supervisor and student teacher frequently set the stage, and critically influence the growth and success of the conference time. Through the conscious use of specific communication skills, the supervisor has the opportunity to share and understand the growth of the student teacher.

The present study focused on four specific questioning strategies. Clearly, the results support the belief that active listening and specific, meaningful questions evoked more positive communication and longer verbal responses of the student teacher. Reflective and student-teacher controlled conferences lasted longer, and contained more responses regarding their students and their teaching behaviors. Supervisor controlled conferences with general, vague questions elicited short responses, and were brief as compared to the other conferences.

Certainly, structuring the conference, preparation, and climate are important ingredients for a successful conference. There are many factors that influence and determine the important growth of a student teacher. Clearly, the conference of such a professional practicum needs further examination for those in teacher training, to help ensure the success of developing teachers.

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The Relationship Between the Level of Morale and Institutional Support of Campus Child Care Services

Beverly Gulley, Jan Cooper Taylor, and Linda J. Corder

In recent years, the question of adequate and quality child care has become increasingly important on campuses across the nation. Various studies and reports have documented and established the need for such care (Brandenburg, 1974; Creange, 1980; Day, 1984; Holdnak, 1978; Kelman & Staley, 1974-1975; Reifel, 1980), and have also indicated that more and more institutions have come to realize that an effective child care program on campus can be extremely beneficial to the institution which provides it.

The concept and existence of campus schools are not new. In 1896, John Dewey established a laboratory school at the University of Chicago; in 1916, parents opened a cooperative at the same institution. Laboratory schools were developed at various colleges and universities during the 1920's, 1930's, and 1940's. In the 1950's and 1960's, the "war on poverty" instigated the establishment of campus programs for the "disadvantaged." Podell (1982) observes that by 1971, preschool facilities of one kind or another existed on 40 percent of American campuses. Most of these were either laboratory schools or child study centers established primarily for academic research and training purposes. However, the growth of the feminist movement in the 1970s led to the development of child care centers specifically concerned with meeting the parental needs of both faculty and students--especially women staff and students. Thus a new approach to campus child care emerged: child care which simultaneously provided educational experiences to children, and a service to their parents (Grossman & Keyes, 1977; Keyes, 1980). Unfortunately, declining student activism and increasing unavailability of funds in the 1970's and early 1980's, forced many centers either to close or to reorganize themselves into more or less autonomous bodies (Day, 1984).

It is somewhat ironic, although perhaps not surprising, that administrators and institutions traditionally have not been very supportive of the idea of child care on campus, except in the case of laboratory or research facilities directly related to academic programs. In fact, even laboratory nursery schools have not always been adequately supported: as far back as 1955, Moustakes and Berson found several programs struggling to stay alive because of the lack of administrative support. In their important survey of 1973, Greenblatt and Eberhard indicated that the chances of support for expansion of campus child care were not great. Their research also revealed that while institutions were likely to support laboratory and nursery schools, they were less likely to aid pre-kindergarten or day care programs. Thus three out of four programs of this kind had to search for noninstitutional sources of funding. Furthermore, they found that four out of ten programs received assistance in kind rather than in cash from their sponsoring institutions: That is, in the form of space, utilities, maintenance, food services, student workers, and so on. Similar findings, along with observations

on curtailment of government funding, were reported by Dotson (1976), Gilinsky (1983), Holdnak (1978), Klein, Ballantine and Sattem (1980), Podell (1982), and Tincher (1974).

What, in actuality, are the benefits of establishing good campus child care programs? Kraft (1984) quotes a day care director who observes that campus programs exist not primarily for the sake of children, but because institutions are interested in retaining faculty, attracting graduate students, and enhancing their own image. Creange (1980) states that child care facilities could help colleges and universities by: recruiting mature students, and so combating declining enrollments; retaining students with young children; providing laboratory settings for research; cutting down on student lateness and absenteeism; showing a commitment to women and minorities.; reducing faculty scheduling problems; attracting competent faculty and staff; and improving community-institution relationships. Adelstein, Sedlacek and Martinez (1983) remark that because the number of traditional students (aged 18-24) has declined, institutions are gearing their services to a new type of student. Two-thirds of this new group are women. The Carnegie Council on Policy Studies on Higher Education (1980) found that between 1975 and 1978 the percentage of women aged 24 to 34 who enrolled at schools rose 187 percent! And as Lenz and Shaevitz (1977) state, mothers of young children can neither attend classes regularly, nor concentrate on their studies, if they have inadequate child care.

Except for a few major surveys like those of Greenblatt and Eberhard (1973) and Creange (1980), the majority of studies mentioned above are restricted because they deal with the campus child care issue within certain states, areas, or even on a few campuses. The present study, on the other hand, attempts to examine a broader picture. Believing that time begets change, the researchers accept the argument of Day (1984) that problems once ignored by administrators have to be reconsidered and solved when the need to do so becomes urgent. It is expected, at least in theory, that a reassessment of priorities will have taken place regarding the amount of assistance and support--both material and affective--which administrators can realistically provide the centers whose benefits have been so firmly established by now. This study, then, seeks to document the perceived level of morale of the affected groups, and the perceived level of support from various institutional constituencies.

Method

A survey questionnaire was developed by the researchers to identify institutional support levels. Two attitude questions were included. Input and validation were provided by additional experts in the field.

A current list of campus child care centers across the country was obtained from the National Coalition for Campus Child Care. The list was coded, and 653 questionnaires with explanatory cover letters were mailed. Response to the first mailing was 74.9 percent, and to the second 25.1 percent. Out of the returned questionnaires, 342 were considered usable. The rest were rejected because a) they were incomplete and thus not valid; b) the centers involved were no longer affiliated with institutions; or c) some centers had never been affiliated, although they serviced nearby institutions.

The usable information was coded for computer analysis, and frequencies and cross-tabulations were obtained.

Results

Level of Morale of Affected Groups

One of the two attitude questions sought information on the morale of those involved with campus child care facilities. Results reveal that in general the respondents felt that the morale of staff, student workers, faculty associated with the academic unit, and parents was relatively high. The highest percentage was that of center staff (79 percent), and the lowest that of student workers (55.3 percent).

Perceived Level of Support from Institutional Constituencies

On the whole, the respondents indicated some degree of moral support from various institutional agencies. However, fewer than 50 percent in all cases reported strong support from any one constituency--the academic unit, the Dean of the College or School, the President or Chancellor, student affairs, personnel services, and similar organizations.

Morale and Support

The implication that the amount and level of support for child care centers was not inhibiting to the morale of the groups affected was reinforced, sometimes to a startling degree, by a series of cross-tabulations. These were made to address the relationship of morale, and the perceived level of affective support, to affiliation, type of institution, sources of financial aid, budget, and in-kind support.

Respondents

Over 50 percent of the directors and teachers who answered felt that the morale of staff, students in training, and faculty was high.

Affiliation

Whether the centers were directly affiliated with academic programs or with other organizations, they generally agreed that the morale of all these affected was high. They also felt that on the whole they received support from various institutional constituencies. However, both morale and the perceived level of support was generally higher in regard to centers affiliated with academic programs.

Type

Regardless of type, most of the centers reported high morale. While Dean and unit support was generally recorded as strong, Presidential, student affairs, and personnel services support was milder. Community and technical colleges indicated the highest levels of constituency support in most cases.

Support from Various Agencies

The centers were divided according to the percentage of financial support they received from various groups: those who got no support, those who received between 1-50 percent, and those who received 51-100 percent. It was seen that regardless of the group, the morale of those affected was high. As can be expected, the morale of those who got 51-100 percent through state aid or parent fees was high, but even those who got none indicated high morale. The case was similar with regard to other sources such as Title XX, work study programs, and child care food programs.

The data revealed somewhat less enthusiasm where constituency support was concerned. For example, 40.7 percent of those who got little from tuition fees felt only mildly supported by the President or Chancellor. Presidential support was also perceived as low by those who received no Title XX funds. All groups with such funds felt personnel support was low, as did 44.6 percent of those whose main source of income was parent fees. It was interesting to note, however, that 48.1 percent of those who received nothing from student affairs or similar organizations, nonetheless felt strongly supported by them.

Budget

Regardless of the budget involved, all groups agreed that staff and student morale was high.

In-kind support

Whether this kind of support pertained to personnel, such as graduate students and other workers, or utilities, commodities, and so on, the tendency was to agree that morale was high. Even when centers received little or nothing in the form of in-kind support, their answers were positive.

Discussion

Several interesting items of information emerged from this study. Some pertain to the centers' perception of their purpose and functions. Responses to the purpose question confirmed, on a national scale, the trend toward service-orientation observed by Grossman and Keyes (1977) and Keyes (1980) in New York, and Holdnak (1978) in Florida. A slightly higher number (63.2 percent) leaned toward service provision rather than toward developmental programs (58.5 percent) when stating their primary purpose. Student training and creating a model center, on the other hand, proved less important.

The reason for the above factor could stem from a perception of the needs of women, and students for whom child care is a prerequisite to attending educational institutions. Moreover, dwindling budgets and lack of funding sources could inhibit the expansion and development needed to provide sound developmental, training, and model programs. Conversely, service-oriented programs might generate funds from a variety of sources.

It was expected at the onset of the study that, in the light of research confirming the need for and benefits of campus child care programs, a show of financial and affective support from sponsoring institutions would be visibly evident. This was not always the case. Regular budgets seemed tightly controlled, and did not cover the entire staff and personnel of a majority of the centers. In-kind assistance was more forthcoming although, once again, this form of support was not as high as expected. Dotson (1976) pointed out that institutions already possess the means for providing in-kind aid, and these means should be exploited as fully as possible. Why this is not being done could be the subject for another study.

In fact, funding for the facilities was obtained from a variety of sources. The gleanings from any one source, however, were not significantly high, except in the case of tuition fees. Greenblatt and Everhard (1973) had found that while 82 percent of pre-kindergarten programs on campus charged fees, this was the major source of income for 51 percent of those not largely supported by their educational institutions. The present study found that fees were the largest income source for 70 percent of the centers. The figures thus reveal a growing tendency to depend more on user support than was previously the case. The dependence on fees could be one cause of the increasing importance of service-oriented programs. It is likely, then, that these trends will continue, although the centers and their sponsoring institutions will have to keep in mind the paying capacity of the users--especially students.

One of the most striking, indeed surprising, findings of the study was the high level of morale of those involved in the programs. In spite of the fact that none of the sources of support, apart from fees, proved significantly large, and in spite of the, at times, lukewarm affective support given by various institutional constituencies, morale remains unaffected. While this is encouraging, one wonders why and how this is the case. A tentative, and not necessarily correct, observation might be offered. 73 percent of the respondents to the questionnaires were center directors, whose unenviable task often is to keep their own morale , and that of their colleagues and others--high, even when faced with budget constraints, shortage of staff and personnel, and other related problems. Thus, to perceive and report low morale would be a negative step for most directors.

While most centers reported some support from institutional constituencies, less than 50 percent felt strong support from any particular group. The least support seems to come from the Presidential office and Personnel Services. It is suggested that this is probably so because both constituencies are the farthest removed from the centers, in terms of direct involvement of one kind or another. Conversely, student organizations were thought to provide firmer moral support, even in the absence of financial aid, possibly because of the strong ties between campus child care and students. Students, after all, probably need to use these programs more than, or at least as much as, any other single group on campus.

In summary, this study has described the characteristics and purposes of campus child care programs, and has scrutinized the effect of support and funding on the perceived level of morale of program participants. There is evidence that in times of curtailed spending, campus centers have sought means such as user fees to help keep their programs running. There is also evidence that tight budgets

and lukewarm constituency support have not damaged the perceived level of morale at most centers. However, it is felt that more research is needed to establish the reasons for this high morale. Information elicited by such research might prove useful in heightening the self-awareness of programs and their sponsoring institutions, and might demonstrate positive applications in other capacities and with other institutional services. Finally, administrators must consider whether such positive attitudes, while extremely encouraging, can continue to be maintained at a time when even more drastic cuts may be impending.

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AFTERWORD

The Coalition had its beginnings in 1970. The activist climate and social context of the late sixties and early seventies provided an ideal incubation period for the origin and development of a national organization devoted to the needs of campus child care. As a student at the University of California at Riverside, and chairperson of a parent cooperative child care center on campus, one bright, articulate young woman, Rae Burrell, had a vision. She recognized the need for institutions of higher education to provide quality child care. Her vision prompted the founding of the Robert F. Kennedy Council on Campus Child Care, a non-profit organization. This Council had as its major goal the promotion of quality comprehensive child care at institutions of higher education, so that it would be available for all students who sought it, and for all children who needed it.

We give credit to Mary Pine for helping us to recall our origins. Readers who would like a more in-depth understanding of our beginnings are encouraged to read her article which is listed in the Appendix of this volume.

While our name has changed several times-our mission has remained essentially the same, but we have grown in our ways of achieving its goals. In 1981, when Mary Pine gave her keynote address in Alburqurque, we voted to become a membership organization, and proceeded to develop an interim board and a new name. Articles of Incorporation were submitted in 1982, with formal by-laws and a governing Board. We officially became the National Coalition for Campus Child Care Inc., with a home office at the University of Wisconsin, Milwaukee Day Care Center. Since that time we have continued to have a yearly conference, a half-day session and participation in what is now known as the One to One dialogue at NAEYC. We have begun to distribute a more comprehensive newsletter three times a year, and, with this bound volume, our first conference collection.

Our membership has increased more than 40 percent in the last few years and includes infant-toddler programs, nursery schools, full-day programs, flexible-scheduled centers, parent programs, combination of programs on the same campus, faculty, administrators, teachers, parents, and students. Our centers are responsible for the care of more than 25,000 children. Our members represent almost every state and Canada, and our Board represents almost all of the Federal regions. Although this volume is not exhaustive, the articles we included do speak to the varied issues faced by our colleagues, who seek to develop professional child care and early education on college campuses.

APPENDIX

The final section of the collection, the appendix, represents efforts on our part to share arguments which have been clearly stated in support of campus child care. These arguments have been effective in developing support for campus child care, and will continue to be used as we advocate for children and families. We have also included the current edition of a bibliography which is continually being updated by the Coalition. Interested individuals may obtain revised editions by contacting our headquarters, whose address can be found on the cover.

Testimony in Support of HR 2111
for the Subcommittee on Postsecondary Education
Committee on Education and Labor U.S. House of Representatives

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Harriet A. Alger

Mr. Chairman' members of the Committee, I am Harriet Alger, Dean of Early Childhood Education at the State University of New York, College at Cobleskill. I am testifying as a member of the Executive Board and a former Chairperson of the National Coalition for Campus Child Care, an organization founded in 1976 to help establish and maintain quality child care services as an integral part of higher education systems.

My personal and professional involvement with campus related child care services dates from 1966, first as a single student-parent of three small children, and later as a child care center director, a college faculty member, a college administrator, and a consultant. These experiences have taken place on the campuses of two-year and four-year colleges and universities, private and public, in urban and rural communities. Despite the diversity of the settings, the provision of child care for student-parents has been a common concern.

Members of the Coalition believe that campus child care programs should be available to facilitate the education of student-parents. They also believe that such programs must be safe, healthy, and developmentally-sound educational programs for children. We appreciate the opportunity to testify about the importance of providing direct child support to students through the Higher Education Act.

The number of adults in college has steadily increased since the early 70's. Most of the adults who require care for children while they go to school are women, and a large percentage of these women are single parents. Helen Blank of the Children's Defense Fund has given you statistics that illustrate the scope of this population.

College programs provide the most effective job training

I have worked with comprehensive early childhood programs which encouraged and assisted parents, mainly mothers, in obtaining more schooling or job training. The most effective routes to productive employment for these parents, in my experience, have been college degree programs. Robert A. Corrigan, Chancellor of the University of Massachusetts at Boston has said: "As individuals confront the increasing complexities of American society in the eighties, higher education becomes more important than it has been at any other time in our history. It is no

longer 'nice to have,' a privilege for the privileged, or 'the thing to do' after high school. It is a necessity if one is determined to be a productive member in many segments of our work force." (Focus on Learning, 1984). I understand that black enrollment in college is declining, a tragic situation since the income level of blacks as a group is considerably lower than that of whites and unemployment among blacks is appallingly high.

Some job training programs have prepared people for unskilled employment that provided only poverty-level incomes, continuing and compounding problems for mothers and their children. Some training has proven to be a dead end with no employment available when finished, a serious blow to motivation. In contrast, the women who were able to attend college programs were much more successful in raising the standard of living for their families, and in building a positive attitude about themselves and their potential.

Some women enrolled in college because they did not have the education needed to find and keep employment. Many have been widowed, separated, or divorced. Some worked to enable their husbands to get college degrees and then enrolled in college themselves. Other women are in school because of the recognition in our society today:

- that they may some day be widowed or divorced

- that women have a right to career choices

- that it is often necessary to have two incomes in today's economy in order to afford the basic needs of a family: housing, food, clothing, medical care, and education

In each of these situations, the women involved are able to contribute more to society as a result of their education. This is particularly true of single women who are heads of households, because of the high incidence of poverty among this group. Statistics show that women still earn considerably less than men. Access to education at the college level can make a difference. Women seeking to enroll in college have continually told us that a major problem for them was finding available, affordable, quality child care.

The fundamental problem in providing good child care is the lack of a sufficient, reliable funding base.

Most parents, and certainly most student-parents, cannot afford the full cost of good care. All of us begin paying for our children's public school education before we have children, and continue to support it after our children are out of school. We also help to support education whether we have children or not, because an educated citizenry is important to our society. We need to recognize that the first five years of children's lives are as important as the school years, if not more so, and that society cannot make a better investment in the future than to insure that all young children have the care they need to develop socially, emotionally, physically, and intellectually.

Longevity studies have shown that children who attend good preschool programs are less likely to require expensive remedial services later in public school, are less apt to drop out of school, and are less often involved in vandalism or juvenile crime. Cost to society for these children has been one-seventh of the costs that result from poor preschool experiences. Good child care is sure to be cost effective, and poor child care expensive, over the total life span of the children involved.

Cuts in Title XX funds for child care have seriously and adversely affected parents' ability to get child care subsidies, and have jeopardized the support for sliding fee scales in good child care programs.

Cuts in work study programs have made it more difficult for students to earn income to support their education. These cuts have also meant that fewer work study students were available to work in child care centers, making it more difficult for centers to provide a low adult-child ratio. The number of children cared for by each adult, and the number of children in each group in a center, are important factors in the quality of care.

Another basic problem in the provision of good child care is the lack of general understanding of what the needs of young children are, why it is important to meet those needs in the early formative years of life, and how those needs are best met.

There is a myth that anyone can take care of very young children in child care settings, because anyone can be a parent. This makes no more sense than saying that anyone who cooks is sure to be a good cook and capable of running a restaurant.

Taking care of young children is challenging, as any parent can testify. Taking care of young children in groups requires training and skill. If parents neglect children, they generally only affect their own. If child car staff are neglectful or incapable, they may affect the welfare and the future of hundreds of children.

Most child neglect, whether it takes place in children's own homes, in family day care homes, or in day care centers, occurs because the adults in charge do not know:

- what children's developmental needs are
- how to guide and support normal development so that problems can be prevented
- how to identify and alleviate problems that do develop, without becoming angry and frustrated

Trained caregivers do not have to use harsh, punitive methods to "handle" children.

Lack of appropriate experiences in the first five years of life can lead to serious emotional and intellectual handicaps. Whether cared for by parents, relatives, babysitters, family day care providers, or teachers in centers, children's needs are the same:

- a safe and healthy environment
- affection and warm, stable relationships
- good nutrition
- responsive adults to talk to and listen to, so that communication skills develop
- varied and stimulating materials and experiences to promote understanding of the world around them.

If we want the adults who care for children to enjoy them and to nurture children's growth, we must make sure that they are not continually overtired, overburdened, underpaid, and stressed

Low salaries and lack of fringe benefits in the child care field make it difficult to hire and to keep well-trained staff. Inadequate funding often makes it impossible to hire enough staff. I have attached to this testimony a statement about the harsh realities of jobs in the child care field made by the Ohio Association for the Education of Young Children in 1982. Since most staff employed in child care centers are women, this is another example of the inequity of pay and benefits in fields that are considered "women's work."

The turnover rate of caregivers both in family day care homes and in centers is high because of long working hours, poor working conditions, limited support systems, and low pay. This turnover results in lack of a secure and stable environment for children who need to be with familiar, caring adults.

Funders of child care programs have sometimes said that we cannot afford "quality" child care and will have to settle for custodial care. It is important to know that quality care is like quality nutrition, anything less has the potential for serious harm to children. We now have a solid research basis for stating in the strongest terms that custodial care (routine physical care only) is not only insufficient, it is damaging.

The bill under consideration, H.R. 2111, can, if passed, make a significant contribution to the solution of some of the problems associated with trying to provide good care for the children of college students.

It is important that subsidies provided for child care services be sufficient to meet the costs of quality care. No matter how good the cause for adults, children have rights and must be protected. Any care given must be developmentally sound.

Adequate subsidies will also support good child care programs on or near college campuses and help to establish better salaries, fringe benefits and working conditions for the staff of those centers. All of these improvements will directly affect the quality of the care given to children.

A work-experience program which allows centers to hire students as part-time caregivers has two main benefits: it will provide both practical experience and income for students, and will help centers keep a low adult-child ratio, giving children more individual attention and easing the burden on regular paid staff.

The provision of good care for children is a family issue, a children's issue, a women's issue and should be a national priority. I urge you to support this bill.

Testimony Before
the Senate Committee on Labor and Human Resources
Subcommittee on Education, Arts and Humanities

Concerning Child Care Amendments to
the Higher Education Act of 1965

Harriet A. Alger

Mr. Chairman, members of the Committee, I am Harriet Alger, Dean of Early Childhood Education at the State University of New York, College at Cobleskill. I appreciate the opportunity to testify about the importance of providing direct child support to students through the Higher Education Act.

My personal and professional involvement with campus related child care services dates from 1966, first as a single student-parent of three small children and later as a child care center director, a college faculty member, and a college administrator. These experiences have taken place on the campuses of two-year and four-year colleges and universities, private and public, in urban and rural communities, principally in Ohio and in New York. As a member of the Executive Board and a former Chairperson of the National Coalition for Campus Child Care, I have also served as a consultant for campus child care centers across the country. Despite the diversity of the settings, the provision of child care for student-parents has been a common concern on every one of these campuses.

S. 809 addresses two important child care issues:

- lack of adequate child care support for parents enrolled in institutions of higher learning
- lack of adequate support for child care centers that are trying to provide good care for the children of student-parents

When I was at Cuyahoga Community College in Cleveland in the early seventies, child care was an important issue in the struggle for equal access to higher education for poverty and minority populations in that community.

Several years later, in Oberlin, Ohio, I was director of an early childhood center that received funding to subsidize care for the children of students and other low-income families, from Oberlin College, United Way, Title XX, the local government, businesses and industries. As the budgets of all these sources were strained, it was a constant struggle to maintain this support or to find new sources. I have been doing workshops on multisource funding ever since. One of the most serious problems was the inability to pay the teachers enough. Despite their dedication and their skill, they often had to take jobs in order to support their families.

I am now on the campus of an agricultural and technical college located in beautiful, rural Schoharie County of New York. Despite its beauty, this county has one of the most depressed economies in the state. The number of poverty families is lower than that in the cities, but the percentage of those in poverty is high, and the needs of individuals and families in the poverty sector are serious. Those who are unemployed need training and the opportunity for self-sufficiency. Our residential junior college campus has seen enrollment of mature students rise from 50 to 700 since 1981. The Early Childhood Division has expanded its child development nursery school program and added a full-day child care center. Once again I am struggling to find the funding to support a sliding fee-scale for families who cannot afford full cost, and to pay staff enough to guarantee that we will be able to hire and to keep capable, well-trained people.

The number of adults in college has steadily increased since the early seventies. Most of the adults who require care for children while they go to school are women, and a large percentage of these women are single parents. The Children's Defense Fund reports that there was an 83 percent increase in the number of women enrolled in college between 1970 and 1982, a 249 percent increase in women students age 25 to 29, and a 314 percent increase in women students age 30 to 34. Some women have enrolled in college because they did not have the education needed to find and keep employment. Many have been widowed, separated, or divorced. Some worked to enable their husbands to get college degrees and then enrolled in college themselves. Other women are in school because of the recognition that:

- they may some day be widowed or divorced
- women have a right to career choices
- it is often necessary to have two incomes in today's economy in order to afford the basic needs of a family: housing, food, clothing, medical care and education

In each of these situations, the women involved are able to contribute more to society as a result of their education. This is particularly true of single women who are heads of households, because of the high incidence of poverty among this group. Statistics show that women still earn considerably less than men. Access to education at the college level can make a difference. Women seeking to enroll in college have continually told us that a major problem for them was finding available, affordable quality child care.

College programs provide the most effective job training.

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segments of our work force." (Focus On Learning, 1984). I understand that minority enrollment in college is declining, a tragic situation, since the income level of minority groups is considerably lower than that of the general population and unemployment among these groups is appallingly high.

Some job training programs have prepared people for unskilled employment that provided only poverty level incomes, continuing and compounding problems for mothers and their children. Some training has proven to be a dead end with no employment available when finished, a serious blow to motivation. In contrast, the parents who were able to attend college programs were much more successful in raising the standard of living for their families and in building a positive attitude about themselves and their potential.

The fundamental problem in providing good child care is the lack of a sufficient, reliable funding base.

Most parents, and certainly most student-parents, cannot afford the full cost of good care. All of us begin paying for our children's public school education before we have children, and continue to support education whether we have children or not, because an educated citizenry is important to our society. We need to recognize that the first five years of children's lives are as important as the school years, if not more so, and that society cannot make a better investment in the future than to insure that all young children have the care they need to develop socially, emotionally, physically and intellectually.

Longevity studies have shown that children who attended good preschool programs such as Head Start were less likely to require expensive remedial services later in public school, less apt to drop out of school, less often involved in vandalism or juvenile crime, more likely to go n to vocational or academic training after high school, more likely to be employed as adults with better paying jobs, less apt to be receiving public assistance. Cost to society for these children has been one-seventh of the costs that result from poor preschool experiences.

Young children in child care from low income families have the same needs as those in Head Start programs. It is ironic that children who have been enrolled in good developmental Head Start programs often receive substandard care, with all of the hazards that implies, when their mothers seek self-sufficiency and become wage earners.

Policy-makers support Head Start, recognizing the impact it has on the lives of children and their families. It is time that policy-makers support good child care for the same reasons. Good child care is sure to be cost effective, and poor child care expensive, over the total life span of the children involved.

Cuts in Title XX funds for child care have seriously and adversely affected parents' ability to get child care subsidies, and have jeopardized the support for sliding fee-scales in good child care programs.

Cuts in work-study programs have made it more difficult for students to earn income to support their education. These cuts have also meant that fewer work study students were available to work in child care centers, making it more difficult for centers to provide a low adult-child ratio. The number of children cared for by each adult, and the number of children in each group in a center, are important factors in the quality of care.

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Most child neglect whether it takes place in children's own homes, in family day care homes, or in day care centers, occurs because the adults in charge do not know:

- what children's developmental needs are
- how to guide and support normal development so that problems can be prevented
- how to identify and alleviate problems that do develop, without becoming angry and frustrated

Lack of appropriate experiences in the first five years of life can lead to serious emotional and intellectual handicaps. Whether cared for by parents, relatives, babysitters, family day care providers or teachers in centers, children's needs are the same:

- a safe and healthy environment
- affection and warm stable relationships
- good nutrition
- responsive adults to talk to and listen to, so that communication skills develop
- varied and stimulating materials and experiences to promote under standing of the world around them.

Funders of child care programs have sometimes said that we cannot afford "quality" child care and will have to settle for custodial care. It is important to know that quality care is like quality nutrition, anything less has the potential for serious harm to children. We now have solid research basis for stating

in the strongest terms that custodial care (routine physical care only), whether given in children's own homes or in child care settings, is not only insufficient, it is damaging.

High turnover rate of staff of day care centers and of family daycare home providers is another major problem.

If we want the adults who care for children to enjoy them and to nurture children's growth, we must make sure that they are not continually overtired, overburdened, underpaid, and stressed. I have attached to this testimony a statement made by the Ohio Association for the Education of Young Children in 1982 about the harsh realities of jobs in the child care field. The turnover rate of caregivers both in family day care homes and in centers is high because of long working hours, poor working conditions, limited support systems, and low pay. This turnover results in lack of a secure and stable environment for children, who need to be with familiar, caring adults. Since most staff employed in child care centers are women, this is another example of the inequity of pay and benefits in fields that are considered "women's work."

Most child care centers also need better facilities.

Space on or close to campuses is at a premium. Much available space is unsuitable. There is a need for well-designed, new, or renovated centers that meet all licensing requirements and the requirements of good development care for children. Funds for construction or renovation have been insufficient or unavailable to meet this need.

The bill under consideration, S. 809, can, if passed, make a significant contribution to the solution of some of the problems associated with trying to provide good care for the children of college students.

It is important that subsidies provided for child care services be sufficient to meet the costs of quality care. No matter how good the cause for adults, children have rights and must be protected. Any care given must be developmentally sound.

Adequate subsidies will also support good child care programs on or near college campuses, and help to establish better salaries, fringe benefits, and working conditions for the staff of those centers. All of these improvements will directly affect the quality of the care given to children.

A work experience program which allows centers to hire students as part-time caregivers has two main benefits: it will provide both practical experience and income for students, and will help centers keep a low adult-child ratio, giving children more individual attention and easing the burden on regular paid staff.

Construction, reconstruction, and renovation funds will make it possible to improve or to replace child care facilities that have had serious problems in providing safe, healthy, learning environments for children.

The provision of good care for children is a family issue, a children's issue, a women's issue, and should be a national priority.

I urge you to support the amendments to the Higher Education Act as proposed in S. 809.

Ohio Association for the Education of Young Children

Statement to National Association for the Education of Young Children Conference, November 1982

Women's climb to equality has been made with an inordinate amount of economic sacrifice, by those who have cared for their children while they have pursued jobs and careers. Indeed, because child caregivers receive such appallingly low salaries and neither retirement nor health benefits, they are, in effect, subsidizing other women's work. We of the Ohio Association for the Education of Young Children feel it is time for working women, and organizations that support them, to recognize the value to society of the work of raising the next generation of Americans, by working for more equitable salaries for child caregivers.

The amazing social changes currently taking place, of which the women's movement is a vital part, affect young children in important ways. Almost 50 percent of women with children under six are now in the workforce, thus increasing dramatically the demand for child care. We early childhood professionals affirm the National Day Care Study's report that "caregivers with education and training relevant to young children deliver better care." We also know that our ability to attract and keep trained, skilled caregivers depends on our ability to provide adequate salaries and benefits.

Therefore, we urge NAEYC and its affiliate groups to join together with every variety of women's organization, from the most national and political -- the League of Women Voters and NOW -- to the most local -- religious groups and sorority chapters; from resource organizations like Women Working to local unions, YM and YWCA's, Junior Leagues, and professional organizations. Only with such strong coalitions, can we draw attention to the needs of young children and the people who care for them while their mothers work.

Our first task will be to inform working women about the harsh realities of jobs in the child care field. Most working women are unaware of child caregivers' shockingly low wages and low status, which cause dissatisfaction and attrition. The average child caregiver receives less than the minimum wage, works an exhausting eight to ten hours a day, has no substitutes or paid vacations, and no job security or health or retirement benefits. Clearly, child care needs and deserves more economic and social support to carry out its important task.

Thus, we ask women's groups to join with us in our efforts to secure these economic and social resources, to lobby with us for increased child care funds in federal and state budgets, for tax policies that induce businesses to support child care, for income tax credits to families who need child care, and for making child care an employee benefit.

We also urge NAEYC and affiliate groups to work with women's organizations to establish the legal precedent that child caregivers should receive equal pay for work they do that is comparable with that of public school personnel.

Testimony Concerning Adding Child Care Support to the Higher Education Act
Presented before the Senate Labor and Human Resources Committee
Subcommittee on Education, Arts, and Humanities

Kerry Schmidt McGinnis

Thank you, Chairman Robert Stafford, for this opportunity to speak in support of Senate Bill #809. My name is Kerry Schmidt McGinnis. I am 26 years old and a 1985 Spring graduate of Ohio State University with a B.A. in Humanities. As directed by the commencement speaker during graduation exercises, I dutifully thought of all the people who enabled me to receive my diploma; my husband, family, my son, professors, etc. But it has occurred to me that it is you I should thank, because the federal government, the American tax payers, paid for over half of my education. Without Pell grants, federally-guaranteed student loans, and Particularly the Title XX Child Care Assistance, neither my husband nor I would have graduated from Ohio State University.

There was no tradition of "higher education" in my family. When I arrived in 1977 at O.S.U. as a freshman, I was in alien territory. My parents are Civil Service Federal employees at the Defense Construction Supply Center in Columbus. They are high school graduates who didn't have to make choices about college. For my father the Korean War beckoned, and my mother had to support her mother. My father "lucked out", as he says, by getting into computers during that era and riding the crest to the present.

Both of my parents worked, and I guess we were "middle class". We never made the big move to the suburbs and my upbringing in a housing project convinced me that I wanted something else. That something else included escape into college.

I was made painfully aware of the alternatives to "college prep" curriculum in an inner city junior and senior high school. All students were told to select a vocational field that appealed to us. When I reminded the guidance counselor I was going to college, she smiled and said, "Just pick one". Less than 3 percent of my high school class went to college. The alternatives were military service, blue collar jobs, or a series of dead-end minimum-wage jobs flipping burgers. I knew I wanted to learn!

When I entered OSU in 1977 I was foolishly confident. I entered at the head of my class from a high school that was known more for sports and racial unrest than for members of the National Honor Society. For the first time in my life, I had to <u>try</u> to get C+'s.

My college career from 1977 - 1980 was spotted. In order to pay my "half" of my college expenses, I worked 40 hours a week, flipping burgers. My grades faltered and plummeted. I was academically dismissed in 1980. That was it, I was sure. My academic career was ended.

I met my husband, married him, and had a child. My husband was a student, and further along in his program of study than I. (By that time, I was sure I wanted to go back, but I didn't know what field I wished to specialize in.) By some fluke, I passed the Ohio State University day care center for student, staff, and faculty, and put my son Bowen's name on the waiting list. I waited and waited. I waited a year before there was an opening for him. Luckily, the Title XX funds were also available. During that year of waiting, I had periodically checked the status of the application, sure that they had lost it. After researching other day care centers, I discovered the reason for the awesomely long waiting list. O.S.U. day care (unlike most other schools) has a sliding fee-scale, a superior trained staff of teachers, and an excellent ratio of teachers to children. Today there are over 400 people on the waiting lists, competing for 207 positions. Title XX funds are equally in demand; this fall there are 20 preschoolers eligible for 'non-existent' Title XX funds.

My son got a place in fall of 1982, and as I said, the Title XX funds were available. At that time, I petitioned to be re-admitted as an English major in the Arts & Sciences College and applied for Pell Grants. This time, I was ready for college. O.S.U. wasn't a place where everyone fit in except me. The competition and sheer size of the student body no longer scared me. I had a supportive family, an accommodating job, and most importantly, reliable, reasonably priced, quality, convenient child care. My husband and I were both able to work and go to school.

Upon re-entry to O.S.U., I became aware of how "lucky" I was to have such a good child care situation. Most student parents who had partners had sacrificed schooling, (or their partners had), to take care of the children. Many were waiting to get into O.S.U. day care, and for Title XX funds.

I graduated and am now applying and interviewing for entry-level University Civil Service positions, starting at $13,000-$15,000 a year. My long-term goals include furthering my education in law school. My husband graduated in 1983 with a Bachelor of Science in Accounting. He is now employed by Wendy's International in operations. He is slowly and surely working his way up the corporate ladder of success.

I was an English major, and now, in closing, I find it difficult to express my utter gratitude, appreciation, and admiration for the O.S.U. Child Care Program and the Title XX program.

Title XX is a vital program, beneficial to both students and the taxpayers at large. A living example of this "give and take" relationship is the mother of one of my son's classmates. Mary Curtner was eligible for and used Title XX funds for approximately three years, while she completed her degree in Computer Science Information. Considering that people in her area begin entry-level jobs at $17,000 - $23,000-a-year jobs, many will have paid in five years about four times the amount of money that she used for child care, in state and federal taxes.

This program, and others like this, enable intelligent, poor parents to get the education they need to become productive, tax-paying solid citizens. The Title XX Program at O.S.U. also provides quality child care and a learning experience for children and work/study students. I am here today as a degreed person because of these programs. Title XX contributed to my education as much as the Pell grants did. If not for the Title XX program, the doors that are barely cracked open to me as a college graduate would be slammed and locked. Title XX isn't a pacifier for deadbeats, it is a shrewd investment in the future for adults and children.

Again, I urge your support of S.B. 809, because of the dollars made available for day care for low-income student parents.

Thank you for your sincere concern and attention to these important issues.

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Chronological List of Conferences When Articles Were First Presented
(Several of the topics are repeated yearly because of demand for the information)

1970 to 1976
The conferences of the Robert F. Kennedy Council for Campus Child Care were held in Washington, D.C.

January 28-30, 1976, Washington, D.C.
Rae Burrell, Chairwoman

Help For Campus Child Care "In kind can be better than cash!- Claudia Dotson

1977, University of Wisconsin-Milwaukee
The name was changed to National Council for Campus Child Care and this was the first conference held away from Washington, D.C.
Hosted by the University of Wisconsin-Milwaukee Day Care Center, Pamla Boulton, Conference Chairperson.

March 8-11, 1978, San Francisco, California
Rae Burrell, Chairwoman

How to Start A Campus Child Care Center-Judith B. Fountain & Pamla Boulton

April 23-24, 1979, Pensacola, Florida
Hosted by University of West Florida, Virginia Christiensen, Conference Chairperson.

Have You Looked Under Every Rock?-- Multi-Source Finding for Child Care Programs- Harriet A. Alger & Judith B. Fountain

Strategies to Support Flexible Scheduled Centers- Carol R. Keyes

The Frustrations of Administrators in Child Care- Joan L. Reiber

April 9-11, 1980, The Ohio State University, Columbus Ohio
Hosted by Office of Continuing Education, The O.S.U. Child Care Program, and Cleveland State University.
Judith Fountain, Director of the O.S.U. Child Care Program, Conference Chairperson.

A Comprehensive Model for Campus Child Care- Mary Ellen Atwood, Violet E. Tomi & Jean Williams

How Campus Child Care Centers Can Help Student Parents Cope- S. Laverne Wilson

April 3, 1981, Albuquerque, New Mexico

Hosted by the University of New Mexico Child Care Program and Division of Continuing Education Bureau of Conferences and Workshops. George O'Neil, Conference Chairperson.

The Bottom Line: Maximizing Campus Child Care Center Resources and Quality- Judy Herr & Karen Zimmerman

Survival on Campus- Carol R. Keyes

Bringing Students From Textbooks to Tots- by Carolyn Rybicki & Carolyn Thomas

April 14-16, 1982, Greenvale, Long Island

Hosted by Long Island University, C.W. Post Center, Greenvale New York, Phyllis Povell, Ph.D. Conference Chairperson.

April 6-8, 1983, Southern Illinois at Edwardsville

We became incorporated as the National Coalition for Campus Child Care Inc.

Hosted by Southern Illinois University at Edwardsville, S. Laverne Wilson, Director of S.I.U. Day Care Center, Conference Chairperson.

March 14, 1984, Seattle Washington

Getting Better At What We Do. (At this conference we started to develop themes).

Hosted by The Student Child Care and Early Learning Center of/and Bellevue Community College. Maureen Thompson, Director of Student Child Care and Early Learning Center Conference Chairperson.

The Relationship Between the Level of Morale and Institutional Support of Campus Child Care Services- Beverly Gulley, Jan Cooper Taylor & Linda J. Corder

April 11-13, 1985, Chicago Illinois

Creation, Innovation and Diversity. Pamla Boulton and Patricia Kovar, Conference Chairpersons.

April 10-12, 1986, Boston, Massachusetts

Campus Child Care: Blending Tradition and Innovation.

Hosted by University of Massachusetts, Boston Harbor Campus, Sara Kelley, Director of the University of Massachusetts Boston Harbor Campus Child Care Center, Conference Chairperson

Co- investigation with Infants on Campus- Annette Axtmann

Effective Interdisciplinary Linkages for Campus Child Care Centers- Violet E. Tomi, Mary Ellen Atwood & Jean R. Williams

Child Care At Yale: A Network of Model Approaches- Nancy Close, Carla Horwitz, Mary-Ellen McGuire Schwartz, Judy Silverman & Barbara Klein

Cooperative Child Care At Stanford- Dorothea K. Almond & Phyllis H. Craig

Campus Child Care Centers: Least Restrictive By Nature Ruth E. Cook

Using a Personal Computer As An Administrative Assistant - Marie S. Evans

Working Together: Administrators and The Campus Child Care Director- Mary Ellen Bacon Ellsworth & Joyce Leonard

November, 1986, Washington, D.C.
NAEYC NCCCC Half Day Session

Critical Issues in Campus Child Care- Phyllis Povell

Campus Child Care Program Models- Jane Thomas

March 18-21, 1987, New Orleans, Louisiana
Responding to Today's Demands and Tomorrow's Needs
Host: Children's Center of Tulane University, Patricia Schindler, Ed.D. Director of the Children's Center, Conference Chairperson.

Integrating Child Care and Early Education- Douglas R. Powell

Meeting the Challenges- Harriet A. Alger

A Profile of Campus Child Care Centers- Judy Herr, Karen Zimmerman & Peg Saienga

Status of Campus Child Care: Illinois, 1986- Linda J. Corder

Child Care on the University of California Campus with Special Focus on the University of California at Davis's Privately Operated Center- Ellen G. White & Kay Jeanne Stockman

What's New in Child Care Programs at the University of Wisconsin- Madison?- Mary K. Rouse & Connie Lea Wilson

Child Care Vendor Program- Stephanie Fanjul & Joan Sanoff

Computers in Early Childhood University Programs: Meeting the Needs of Nursery School Staff and Children, and University Students and Faculty- M. Susan Burns, Jan Tribble & Sarita Ganitsky

Conference Communications with Student Teachers- Georgianna Cornelius

Participatory Programming for a Campus Child Development Facility- Henry Sanoff & Joan Sanoff

Combining Resources Through a Child Care Consortium- Robert Doan & Jeannie Kaufman

Organizing and Setting Up A Campus Child Development Center- Sue Shirah & Thomas W. Hewitt

Creating Something From Nothing: The Struggle to Create a University Child Care Center Without University Financial Support- Phyllis H. Raabe & Alma Young

Fund Raising As a Function of An Advisory Board- Alan Davis & Patricia Schindler

The Campus Child Care Student Connection: Supervising and Training the Next Generation: Linda Lattimer

Developing a Comprehensive Child Sexual Abuse Prevention Program At A Campus Child Care System- Elizabeth Phyfe Perkins with Michael Denney

P.L. 99-457: A Challenge for Campus Child Care- Ruth E. Cook

March 13-15, 1988, Monterey California

The eighteenth annual conference to be held at Asilomar Conference Center. Ruth E. Cook, Ph.D., of Santa Clara University, Conference Chairperson

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2 Year_____
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Size of Campus____

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About Your Child Care Center

# of F.T.E. slots available_____

# of children served_____

Age groups served (please list)_____

Check all the following that apply

Full-time day care_____
Flex time day care_____
Night time care_____
School age day care_____

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Is enrollment limited to college students and staff?_____

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